

Wenlock CE Academy – Religious Education Curriculum Progression

Religious Education is not a statutory part of the National Curriculum, but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. At Wenlock CE Academy, we follow units from Understanding Christianity and the Emmanuel Project to create a full curriculum plan. 'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.' Section 279 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are considered:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experiences.
- Building on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

RE coverage aims to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging

Wenlock CE Academy – Religious Education Curriculum Progression

Lower Key Stage 2

Attainment Target 1 - Learning about religion and belief

<u>Beliefs and teachings (from various religions)</u>	Children can: <ul style="list-style-type: none"> I can describe what believers might learn from a religious story about God or living
<u>Rituals, ceremonies and lifestyles (from various religions)</u>	Children can: <ul style="list-style-type: none"> I can describe some things religious people do as part of their faith that are the same and some that are different
<u>How beliefs are expressed</u>	Children can: <ul style="list-style-type: none"> I can describe some different ways people show their beliefs using religious words, art or symbols

Attainment Target 2 - Learning from religion and belief

<u>Identity and belonging</u>	Children can: <ul style="list-style-type: none"> I can compare some things that influence me with those that influence other people, including religious believers
<u>Meaning, purpose and truth</u>	Children can: <ul style="list-style-type: none"> I can ask important questions about life and compare ideas with those of other people, including people of faith
<u>Values and commitments</u>	Children can: <ul style="list-style-type: none"> I can link things that I, and others, value, with the way we choose to think and behave

Wenlock CE Academy – Religious Education Curriculum Progression

Upper Key Stage 2

Attainment Target 1 - Learning about religion and belief

Beliefs and teachings

Children can:

- I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives

Rituals, ceremonies and lifestyles

Children can:

- *use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations*

How beliefs are expressed

Children can:

- i can express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey

Attainment Target 2 - Learning from religion and belief

Identity and belonging

- I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of a particular religious identity

Wenlock CE Academy – Religious Education Curriculum Progression

<u>Meaning, purpose and truth</u>	<ul style="list-style-type: none">• I can compare my own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer
<u>Values and commitments</u>	<ul style="list-style-type: none">• I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature

End of Phase Christianity Core knowledge: what do we want pupils to know?

By the end of LKS2, pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength and this is explored further through the task for Christians of spreading the message of Jesus around the world.

By the end of UKS2, pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus was. They encounter more of his teachings, including his I am sayings and what he said about himself. The sacrifice of Jesus as God incarnate – both human and divine – is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.

Wenlock CE Academy – Religious Education Curriculum Progression

End of phase Judaism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations.

End of phase Hinduism Core knowledge : What do we want pupils to know?

By the end of KS2, Pupils learn about Rama and Sita and some of the things Hindus do to celebrate their commitment to duty.

End of phase Islam Core knowledge : What do we want pupils to know?

Wenlock CE Academy – Religious Education Curriculum Progression

By the end of KS2, pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God’s messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur’an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

End of phase Sikhism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn about the origins of Sikhism and the role of the guru as teacher of the light of God. Pupils listen and engage with stories from different Gurus of the past and learn about the present living guru, the Guru Granth Sahib. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.

Wenlock CE Academy – Religious Education Curriculum Progression

End of phase Humanism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn what is important to those with non-religious worldviews who call themselves Humanists. They will learn about the importance of reason, respect and the scientific principals which lay behind this worldview. Pupils will have opportunities to encounter thought of famous Humanists past and present. They will ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They will explore and learn about the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.