



Willow Tree Academy

RE - Progression Document and Scheme of Work

Key 3 strands

Know about and understand a range of religions and world views, so that they can:

- ❖ Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- ❖ Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;
- ❖ Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:

- ❖ Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- ❖ Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
- ❖ Appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:

- ❖ Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- ❖ Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- ❖ Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Program of study KS 1 - KS2

	Know about and understand religions and world views	Express ideas and insights into religions and world views	Gain and deploy the skills for learning from religions and world views
K S 1	<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
K S 2	<p>A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

RE Overview

The following SoW compiles curriculum guidance and the new SACRE document. <https://drive.google.com/file/d/1lxIQiess9YEAdzblIQdYWdU6TfoKzrW/view?usp=sharing>

	Overview	Autumn Term	Spring Term	Summer Term
EYFS	<p>Pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including all those in the reception year.</p>	<p><i>In line with the DfE's 2020 EYFS guidance schools are to plan RE which, through purposeful play and a mix of adult-enabled and child-initiated activity, provides these opportunities for pupils.</i></p> <p>Prime area: Communication and Language. RE enables children to:</p> <ul style="list-style-type: none"> → Listen attentively and respond with questions, comments and actions to a wide range of stories from different religions and worldviews. → Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter, using new vocabulary. Participate in discussions and in play offering their own ideas about religion and belief using recently introduced religious vocabulary. → Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs +poems. <p>Prime area: Personal, Social and Emotional Development. RE enables children to:</p> <ul style="list-style-type: none"> → Understand their own feelings and those of others, stimulated by religious materials, play and ideas. → Give focused attention to religious materials such as worship, story, festival, song, community living. → Confidently talk about simple values, right and wrong and good or bad behaviour. → Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings. <p>Specific area: Literacy. RE enables children to:</p> <ul style="list-style-type: none"> → Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories, and to talk in play about religious material. Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs. → Use RE examples to write simple phrases or sentences that can be read by others. <p>Specific area: Mathematics. RE enables children to:</p> <ul style="list-style-type: none"> → Recognise, create and describe some patterns, sorting and ordering objects simply. <p>Specific area: Understanding the World. RE enables children to:</p> <ul style="list-style-type: none"> → Talk about the lives of people around them, understanding characters and events from stories. → Describe their immediate environment – e.g. on a visit to a place of worship. → Know some similarities and differences between different religious and cultural communities in this country, → drawing on their experiences and what has been read and experienced in class. 		

		<ul style="list-style-type: none"> → Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning. → Specific area: Expressive Arts and Design. RE enables children to: → Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations → and explaining the meaning of their work, being imaginative and expressive. → Adapt and recount religious stories inventively, imaginatively and expressively. → Sing, perform and learn from well-known songs in RE imaginatively and expressively. → Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role- play and stories to represent their own ideas, thoughts and feelings. → Respond in a variety of ways to what they see, hear, smell, touch and taste. 		
Y1/2 Cycle 1	<p>The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are drawn from local, national and global contexts. They learn to use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The aim of RE is expressed in age appropriate outcomes for most 7 year olds.</p>	<p><u>Autumn 1 focus: 1.1</u> Who am I? Myself and my communities</p> <p><u>Autumn 2 focus: 1.2</u> How do Christians celebrate Christmas?</p>	<p><u>Spring 1 focus: 1.3</u> What festivals do Jewish people like to celebrate?</p> <p><u>Spring 2 focus: 1.4</u> Find out: What happens in churches and synagogues?</p>	<p><u>Summer 1 focus: 1.5</u> What can we learn from stories about Moses? <i>Bible stories about Moses</i></p> <p><u>Summer 2 focus: 1.6</u> What can we learn from stories of Jesus?</p>
		<p><u>Autumn 1 focus: 2.1</u> What are the 'signs of belonging' for Christians and Jewish people?</p> <p><u>Autumn 2 focus: 2.2</u> How do we say 'thank you' for a beautiful world? Christians, creation and thanksgiving. [Harvest]</p>	<p><u>Spring 1 focus: 2.3</u> I wonder... Puzzling questions about God.</p> <p><u>Spring 2 focus: 2.5</u> What do the symbols of the Easter festival mean? [Easter]</p>	<p><u>Summer 1 focus: 2.4</u> Being fair, showing care: What can we learn from religious stories?</p> <p><u>Summer 2 focus: 2.6</u> Leaders - who needs them? Learning from Jews and Christians.</p>
Y3	The Focus of RE for KS2	<u>Autumn Investigation focus: 3.1</u>	<u>Spring Investigation focus: 3.2</u>	<u>Summer Investigation focus: 3.3</u>

Y3/4 cycle 1	enables pupils to extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. The aim of RE is expressed in age appropriate outcomes for most pupils at age 11.	What makes Jesus inspirational for some people?	What is it like to be a Hindu?	Christian worship. How and why do some people find peace and strength by belonging to a church? Visit: Church
Y4 Y3/4 cycle 2		<u>Autumn Investigation focus: 4.1</u> What is God like? What matters most in life? What happens when we die? Christian and Hindu answers to questions on life journeys.	<u>Spring Investigation focus: 4.2</u> Values: What matters to Christians and humanists?	Summer Investigation focus: 4.3 Worship, pilgrimage, belonging and community: what matters to Hindus and Christians.
Y5 Y5/6 cycle 1		<u>Autumn Investigation focus: 5.1</u> How do Christians use the Bible?	<u>Spring Investigation focus: 5.2</u> How do Muslims practice the 5 pillars of Islam?	<u>Summer Investigation focus: 5.3</u> Why are there now over 200 Mosques in Yorkshire?
Y6 Y5/6 cycle 2		Autumn Investigation focus: 6.1 Christian Aid and Islamic Relief: Can they change the world?	<u>Spring Investigation focus: 6.2</u> Who is inspiring to Muslims and Christians?	<u>Summer Investigation focus: 6.3</u> What will make Rotherham a more respectful place?

Progression in language, vocabulary and key ideas: a summary of a select shortlist of keywords and core concepts.

This table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a brief suggested minimum that might feature in the planning of RE and can contribute to coherent progression. Do your pupils know and use this many religious words at the appropriate age?

This approach is informed by OFSTED’s interest in ambitious curriculum, rich knowledge, sequencing and progression in thinking and substantive knowledge.

The lists are cumulative – begin on the left and move right. The key question here is not ‘do the pupils know the words?’ but ‘Can the pupils use the language and ideas of religions and religious study to explain their understanding?’

	Reception Curiosity+ experience	5-7s: Exploring and discovering	7-9s: Knowing and understanding (adding to 4-7 lists)	9-11s Understanding and connecting	11-14s: Applying, interpreting, appreciating and appraising (adding to KS2 lists)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co- operation, belonging, worship, holiness, sacred. creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.	Religion, beliefs, teachings, sources of authority, religious expression, ways of living, religious identity, diversity and controversy, psychology, sociology and philosophy of religion, ethics, community cohesion, religious conservatism, liberalism and radicalism.
Christianity	Christmas Easter Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven	Christian, Jesus, Bible, Creation and Fall, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, agape, advent, disciple,	Biblical authority and inspiration, intelligent design, theology, Christian ethics, ‘Just war’, sanctity of life, ‘green Christianity’, Catholic, Protestant, Anglican, Free Church, ecumenism, creed, liturgy, reconciliation, Virgin Birth, prophecy.
Judaism	Moses Passover Torah Synagogue Star of David	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat, Joseph.	Jewish, Judaism, Abraham and Sarah, Moses, Exodus, Law-giver, Ten Commandments, Passover / Pesach, Day of Atonement.	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance, patriarch, Jacob, Ruth, King David, King Solomon, Esther, Purim,	Tenakh, Mishnah, midrash, Havdalah, Chuppah, Kabbalah, Messiah, Noachide Laws, Yom Hashoah, Yom Kippur, Zionism, liberal, reform, Orthodox, Shema, shofar, shul.