



Halsford Park

Religious Education (RE)

Year 1- 6 - Progression of knowledge and skills 2022-2023

As advised by the West Sussex Standing Advisory Council for Religious Education (SACRE) and West Sussex County Council, units of work are planned to include the following themes and skills to be developed: (Taken from the West Sussex SACRE syllabus 2020-2025)

<u>Early Years</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
Who are special people?	Core Beliefs, Ideas and Symbols	Core Concepts, beliefs and ideas
What are special books?	Expression of Faith	Practices – how people express their beliefs
Which places are special?	Identity – daily life	Identity
What times are special?	Social Action – putting beliefs into action	Social Action
What are special objects and symbols?	Ask Big Questions and Make connections	Explore philosophical questions

Skills to be developed each year through RE

<u>Investigation and enquiry</u>	<u>Critical thinking and reflection</u>	<u>Empathy</u>	<u>Interpretation</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Application</u>
<ul style="list-style-type: none">• Ask relevant and increasingly deep questions.• Use a range of sources and evidence, including sacred texts.• Identify and talk about key concepts.• Know what may constitute evidence for justifying religious beliefs.	<ul style="list-style-type: none">• Analyse information and make judgements.• Reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.• Ask and discuss ultimate questions and experiences.	<ul style="list-style-type: none">• Consider the thoughts, feelings, experiences, Attitudes, beliefs, and values of others.• Develop the ability to identify feelings such as love, wonder, forgiveness, and sorrow.• See the world through the eyes of others.	<ul style="list-style-type: none">• Interpret religious language and meaning.• Draw meaning from religious artefacts, works of art, music, poetry, and symbols.• Suggest meanings of religious texts.	<ul style="list-style-type: none">• Distinguish between opinion, beliefs, and fact.• Distinguish between the features of different religions and beliefs.	<ul style="list-style-type: none">• Link significant features of religion and belief together in a coherent pattern.• Connect different aspects of life into a meaningful whole.	<ul style="list-style-type: none">• Make the association between religion/belief and individual, community, national and international life.

Core beliefs, Ideals and symbols

Pupils should have the opportunity to learn about and understand the main beliefs/concepts and teachings of the religions studied.

Year 1	Year 2
<ul style="list-style-type: none">• Christianity and Judaism• People have different beliefs,• Christians believe in one God,• Christians and Jews believe God created the universe in six days and rested on the seventh, Jesus is the son of God.• Explore and compare the key features of a church and synagogue	<ul style="list-style-type: none">• Christianity and Judaism• The Bible is a special and Holy book for Christians,• The Torah is a special and Holy book for Jewish people,• Moses is an important figure in Christianity and Judaism.

Core concepts, beliefs and ideas

Pupils should be given the opportunity to learn about and understand the defining beliefs/concepts, ideas, and features of a particular religion/worldview, where these ideas come from and diversity of interpretation.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Christianity and Hinduism• Hindus believe in one God (Brahman) but has many forms (Gods and Goddesses),• Explore Hindi Scripture (<i>Shrutis and Smirtis</i>) and The Wheel of Life (<i>Samskaras</i>).	<ul style="list-style-type: none">• Christianity and Hinduism• God is essential To Christians,• Christians believe in the idea of the Holy Trinity,• Hindus believe one of God's forms is Ganesha.	<ul style="list-style-type: none">• Christianity and Islam• Muslims believe there is one God (Allah),• The Qur'an is a special and Holy Book to Muslims,• Muhammad is a Prophet and very important to Muslims.	<ul style="list-style-type: none">• Christianity and Islam• Explore the different Gospel accounts of the Nativity.

Expression of faith

Pupils should have the opportunity to learn about how people express their belief and faith as individuals, groups, and communities.

Year 1	Year 2
<ul style="list-style-type: none">• Christians pray to God at home or in a church• Jews pray to God at home or in a synagogue• Christians celebrate the birth of Jesus at Christmas.	<ul style="list-style-type: none">• Explore and compare how Christians and Jewish people pray,• Explore baptism,• Christians celebrate Lent leading up to Easter.• Investigate the importance of the Angels in the Christmas story,• Explore how light is used during celebrations (Advent Ring, Menorah),

Practices – how people express their beliefs

Pupils should be given the opportunity to learn about how people express their belief and faith as individuals, communities, societies, and the cultural traditions, which are an expression of collective belief.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Hindus pray in different ways (<i>Puja</i>), Hindus celebrate Diwali, Hindus worship at home and at a temple. Diwali – Rama and sita Hindu Scripture – Shrutis and Smritis Easter – Maundy Thursday and The last supper (Important celebrations) Pilgramages and Sacred places 	<ul style="list-style-type: none"> The Lord's Prayer is used within Christian worship, Easter – The sacrifice 	<ul style="list-style-type: none"> The Muslim faith is influenced by the Five Pillars of Islam, each representing something different, Explore Pillars 1, 2, 3 (<i>Shahadah, Salat, Zakat</i>) Explore Good Friday and the meaning of sacrifice, Muslims pray five times a day, using special rituals and movements, Muslims pray at home and at the Mosque. 	<ul style="list-style-type: none"> Explore Ramadam and Eid-UI-Fitr, Explore Pillars 4 and 5 (<i>Sawn, Hajj</i>), Muslims may pilgrimage to Mecca, Explore and compare what religions believe about death and life after death.

Identity – daily life			
Pupils should have the opportunity to learn about the daily lives of people in the religions studied and how they reflect their religion and sense of belonging			
Year 1		Year 2	
<ul style="list-style-type: none">• Daily life of a Christian• Talk about their own beliefs and experiences,• Talk about what they find interesting for puzzling.• To investigate how and why the Christingle is used at Christmas		<ul style="list-style-type: none">• Daily life of a Jewish child• Makes links to their own values, beliefs and experiences.• Baptism and Commitment (rituals and traditions)	
Identity			
Pupils should be given the opportunity to learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Analyse some of the things that influence them with those that influence others• Pilgrimage is important to Christians and Hindus,• Significant customs• Hindu Worship – Puja, Sacraments – Wheel of Life, Samskaras• Explore the Last Supper and Passover,	<ul style="list-style-type: none">• Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced us and others.• Explore the symbolise of the gifts given to Jesus during the Christmas story• Traditional Hindu Wedding• Christmas celebrations	<ul style="list-style-type: none">• Give their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion. Give a personal view of what inspires and influences us.• Explore how Christmas is represented through art,• Explore the difference between a cross and a crucifix.	<ul style="list-style-type: none">• Explore religious clothing• Consider the challenges of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.• Investigate the meaning of the Pashcal Candle,

<ul style="list-style-type: none"> Explore the significance of Light in religious celebrations (<i>Diwali</i>). 			<ul style="list-style-type: none"> Explore why there are no human images in Islam, Explore how faith can support people dealing with death.
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Social Action – putting beliefs into action

Pupils should have the opportunity to learn about how people of faith put their beliefs into practice and actions individually, as communities and organisations and their link with cultural heritage and British values

Year 1	Year 2
<ul style="list-style-type: none"> How we can help others and why it is important to understand others beliefs 	<ul style="list-style-type: none"> The impact of religion on culture and society and what this looks like in our local area, East Grinstead (linked to concept of God and Prayer)

Social Action

Pupils should be given the opportunity to learn about the impact of personal and corporate actions of people of faith/religious communities and organisations and their link with cultural heritage and British values.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Inspirational people – Pope Benedict 	<ul style="list-style-type: none"> Inspirational people – Del Lai Lama 	<ul style="list-style-type: none"> Inspirational people – Mother Theresa 	<ul style="list-style-type: none"> Inspirational people – martin Luther King

Ask Big questions

Pupils should have the opportunity to think about “big questions” about meaning, purpose and truth, identity, similarities, and differences between the religions studied, their own lives and the world around them.

Year 1	Year 2
<ul style="list-style-type: none"> Jesus teaches through stories (<i>The Lost Sheep, The Ten Lepers, Jesus Feeds the Five Thousand, The Good Samaritan</i>) To reflect on stories from the Bible. Jesus the storyteller to explore right and wrong Sharing their own views 	<ul style="list-style-type: none"> Jesus teaches through stories (<i>Joseph and his brothers, Moses in the bull rushes</i>). Understanding how Christians and Jewish people choose to live their lives Sharing our own views Right and wrong To reflect on stories from the Bible and The Torah, Ask questions about other people’s beliefs and experiences.

Explore Philosophical Questions

Pupils should be given the opportunity to think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Link things that are important to us and other people with the way they think and behave • Belief in God – The holy Trinity • Judas' Kiss – Betrayal of Jesus (right and wrong) 	<ul style="list-style-type: none"> • Ask questions about things that are important to us and to other people and suggest answers which relate to our own and others' lives 	<ul style="list-style-type: none"> • Ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values 	<ul style="list-style-type: none"> • Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focussing on things that are important to us • Nature of Life and Death • Attitudes towards nature and creation