



Curriculum:

# Progression in Religious Education



## INTENT - The Religious Education Curriculum

*The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own – North Yorkshire Agreed Syllabus 2019-2024.*

At Hunton & Arrathorne Community Primary School, Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.



In order to ensure our children are able to make links between the key aspects of R.E, we end each lesson with a discussion around our 'Golden Threads in RE'. These are key aspects which are present across all RE learning. Pupils are encouraged to make links between the 'golden threads' and these are recorded within whole class big books, ensuring children's knowledge of themes and how they grow is explored from Reception to Year 6.

## IMPLEMENTATION - Progression in Religious Education

	EYFS	KS1	KS2
<b>A-Know about and understand a range of religions and world views</b>	<p><b>Communication and Language</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in backand-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-toone discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>A1 – Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out 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 traditions 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>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</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. 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>
<b>B. Express ideas and insights about nature, significance and impact of religions and world views.</b>	<p>Express their ideas and feelings about their experiences using full sentences</p> <p>Personal, Social and Emotional Development Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3- Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>B1. Observe and understand varied examples of religions and worldviews 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 within and between different religions and worldviews</p>

<p><b>C- Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p>	<p><b>Literacy</b>          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction</p> <p><b>Understanding of the World</b>          Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>Expressive art and design</b>          Share their creations, explaining the process they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>C1- Explore questions about belonging, meaning and truth so they can express their own ideas and opinions and responding in words, music, art or poetry.</p> <p>C2- Find out about and respond with ideas to examples of co-operation 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>	<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 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 wellbeing 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>
---	--	--	---

## IMPLEMENTATION – Long Term Plan

	Autumn		Spring		Summer	
<b>Reception</b>	Which stories are special and why?	What times are special and why?	What is special about our world?	Which people are special and why?	What places are special and why?	Being special: where do we belong?
<b>Year 1</b>	Who is a Christian and what do they believe?		Who is a Muslim and what do they believe?		What makes some places sacred?	What does it mean to belong to a faith community?
<b>Year 2/3 – A</b>	Why is the Bible so important for Christians today?	What do different people believe about God?	Why does Easter matter to Christians?	Why are festivals important to religious communities?	Why do some people think life is like a journey and what significant experiences mark this?	
<b>Year 2/3 – B</b>	What can we learn from sacred books?	Why does Christmas matter to Christians?	Who is a Hindu and how do they live?	What does it mean to be a Christian in Britain today?	How and why do we celebrate special and sacred times?	How can we care for others and our world and why does it matter?
<b>Year 4/5 – A</b>	Why do some people believe God exists?	What matters most to Christians and Humanists?	What do religions say to us when life gets hard?		If God is everywhere, why visit a place of worship?	Why do people pray?
<b>Year 4/5 – B</b>	Why is Jesus inspiring to some people? (Parables)	What can we learn from religions about what is right and wrong?	What does it mean to be a Hindu in Britain today?		How do family life and festivals show what matters to Jewish people?	
<b>Year 6</b>	What would Jesus do?	What can be done to reduce racism?	What does it mean to be a Muslim in Britain today?		What difference does it make to believe in Ahimisa?	Is it better to express your beliefs through arts and architecture or charity and generosity?
<b>Cultural Capital / Global Citizenship</b>	Church Visit / Christingle		Islamic visit / visitors Hindu visit / visitors Easter Labyrinth		Ongoing charity work Chapel visit (Reception) Vicar / Community visitors	
<b>Strand Link</b>	<b>Believing</b>		<b>Expressing</b>		<b>Living</b>	

## IMPLEMENTATION - RECEPTION

	Autumn		Spring		Summer	
Year Group: Reception	Which stories are special and why?	What times are special and why?	What is special about our world?	Which people are special and why?	What places are special and why?	Being special: where do we belong?
<p><b>Learning outcomes intended to help learners achieve end of year outcomes.</b></p>	<p>Talk about some religious stories recognise some religious words, e.g. about God.</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text e.g. Bible, Qur'an.</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is important to be thanked.</p> <p>Understand what Christians think God is like.</p>	<p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories connected with Christmas and a festival from another faith.</p> <p>Say why Christmas and a festival from another faith is a special time for Christians/ members of the other faith.</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Re-tell stories, talking about what they say about the world, God, human beings.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings express ideas about how to look after animals and plants.</p> <p>Talk about what people do to mess up the world.</p>	<p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Identify some of the qualities of a good friend.</p> <p>Reflect on the question 'Am I a good friend?'</p> <p>Recall and talk about stories of Jesus as a friend to others.</p> <p>Recall stories about special people in other religions and talk about what we can learn.</p>	<p>Talk about somewhere that is special to themselves, saying why.</p> <p>Be aware that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Identify some significant features of sacred places.</p> <p>Recognise a place of worship.</p> <p>Get to know and use appropriate words to talk about their thoughts.</p> <p>What makes some places special to Muslims?</p>	<p>Re-tell religious stories making connections with personal experiences.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication. Additional opportunity if you have children from religions other than Christianity in your setting recall simply what happens when a baby is welcomed into a religion?</p>

## IMPLEMENTATION – YEAR 1

	Autumn	Spring	Summer	
Year Group: Year 1	Who is a Christian and what do they believe?	Who is a Muslim and what do they believe?	What makes some places sacred?	What does it mean to belong to a faith community?
<b>Learning outcomes intended to help learners achieve end of year outcomes.</b>	<p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</p>	<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of cooperation between different people (C2).</p>

## IMPLEMENTATION – YEAR 2/3 (A)

	Autumn		Spring		Summer
Year Group: Year 2/3	Why is the Bible so important for Christians today?	What do different people believe about God?	Why does Easter matter to Christians?	Why are festivals important to religious communities?	Why do some people think life is like a journey and what significant experiences mark this?
<p>Learning outcomes intended to help learners achieve end of year outcomes.</p>	<p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope etc.</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>



## IMPLEMENTATION – YEAR 2/3 (B)

Year Group: Year 2/3	Autumn		Spring		Summer	
	What can we learn from sacred books?	Why does Christmas matter to Christians?	Who is a Hindu and how do they live?	What does it mean to be a Christian in Britain today?	How and why do we celebrate special and sacred times?	How can we care for others and our world and why does it matter?
<p>Learning outcomes intended to help learners achieve end of year outcomes.</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p>	<p>Talk simply about what Hindus believe about God (for example, one God in many forms) (A1).</p> <p>Recognise some objects used by Hindus and suggest why they are important (A2).</p> <p>Identify some ways Hindus celebrate Diwali and Holi, and talk about how this might make them feel (B1).</p> <p>Express creatively their own responses to the stories and celebrations studied, talking about what they have learned (C1).</p>	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</p> <p>Use creative ways to express their own ideas about the creation story.</p>

## IMPLEMENTATION – YEAR 4/5

	Autumn		Spring	Summer	
Year Group: 4/5 (Year A)	Why do some people believe God exists?	What matters most to Christians and Humanists?	What do religions say to us when life gets hard?	If God is everywhere, why visit a place of worship?	Why do people pray?
Learning outcomes intended to help learners achieve end of year outcomes.	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1)</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>	<p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>
Year Group: 4/5 (Year B)	Why is Jesus inspiring to some people? (Parables)	What can we learn from religions about what is right and wrong?	What does it mean to be a Hindu in Britain today?	How do family life and festivals show what matters to Jewish people?	
Learning outcomes intended to help learners achieve end of year outcomes.	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of</p>	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p>	<p>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).</p> <p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).</p>	

	<p>Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3)</p>	<p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	
--	--	--	--	--

## IMPLEMENTATION – YEAR 6

	Autumn		Spring	Summer	
Year Group: 6	What would Jesus do?	What can be done to reduce racism?	What does it mean to be a Muslim in Britain today?	What difference does it make to believe in Ahimsa?	Is it better to express your beliefs through arts and architecture or charity and generosity?
Learning outcomes intended to help learners achieve end of year outcomes.	<p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>Describe examples of connections between antiracism and religion (A1)</p> <p>Understand the challenges racism presents to human communities and consider different religious responses (B2)</p> <p>Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3)</p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1)</p> <p>Show understanding of the value of sacred buildings and art (B3)</p> <p>Suggest reasons why some believers see generosity and charity more important than buildings and art (B2)</p> <p>Apply ideas about values and from scriptures to the title of the question (C2)</p>

## IMPLEMENTATION - Rationale

Our R.E curriculum is designed to provoke challenging questions and prompt children to think deeply and dynamically about their life; their world and their experiences, as well as thinking empathetically about the experiences of others.

Each of our R.E topics begins with a 'big question' where children are encouraged to develop their own lines of enquiry, debate and listen to the opinions of others. In order to be compliant in respect to the Religious Education curriculum we follow the North Yorkshire Agreed Syllabus (2019-2024- SACRE). The syllabus and our long-term plan should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996).

Teachers use the progression documents to ensure children make clear progress throughout units taught. Additionally, our long-term plan is structured to allow children and staff the opportunity to see where links occur and prior learning is built upon – for example learning about sacred texts in KS1 is skilfully built upon where children in LKS2 explore the bible in more depth. Equally, work on caring for our world in Key Stage 1 is built upon in Upper Key Stage 2 through the study of Ummah. By carefully linking units from the Agreed Syllabus, we are able to encourage children to see the golden threads within the R.E curriculum. Our long-term plan is bespoke to our children's needs as we are aware, as a small village school, that children can have gaps in their cultural capital about people of faiths other than Christianity – in response to this we have created additional opportunities for pupils to explore these faiths and associated festivals with the main themes of 'believing', 'expressing' and 'living' interwoven throughout.



Equally, we recognise the importance of ensuring children's cultural capital with regards to Religious Education is high. To achieve this, we plan additional units of study where we feel there is a need for further exploration –this includes units, which develop the children's understanding of Pentecost, Holy Week and the Trinity amongst others. Teachers also ensure that, alongside the long-term plan, pupils are aware of and celebrate major Christian festivals. For example, the Nativity, church carol concert and popular 'Easter Labyrinth' during Holy Week. Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.

As 'Change Makers' we also strive to become citizens of the future – considering the wider world and our responsibilities as global citizens. As such, links to opportunities for pupils to develop their global citizenship skills are incorporated into the long-term plan.

Religious Education is taught on a weekly basis across the school. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Children record R.E learning in a 'big book' in Reception and KS1 and R.E books in KS2.

## IMPLEMENTATION – Religious Education in EYFS

### **Why do we teach RE? Why do we teach it the way we do?**

At Hunton & Arrathorne our RE Curriculum is centred around our children's knowledge and understanding of the wider world and community around them. Our children enjoy their RE learning as they explore with their peers, collaborating and thinking creatively. They develop knowledge and skills for life, learning to reflect, consider and express their viewpoints. The children are encouraged to compare similarities and differences between different beliefs, values and practices of religion. They also use their imagination and curiosity to develop their appreciation of the world in which they live in.

### **What do we teach? What does this look like?**

At our school, we have adopted the North Yorkshire Agreed Syllabus for RE. The children in Reception encounter religions and world views through special people, books, times, places and objects. They enjoy a range of activities including exploring artefacts, tasting foods and learning stories related to a variety of festivals. The children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Reception pupils have a weekly RE lesson delivered by an RE specialist.

In the Early Years Foundation Stage, we respond to the diverse religious and cultural backgrounds within our school community and have visitors and share celebrations such as Chinese New Year. The children explore seasonal festivals including Christmas and Easter and the stories associated with them.



What will this look like? By the time children leave our EYFS they will be able to:

### Knowledge and Understanding of the World

- Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Personal, Social and Emotional Development

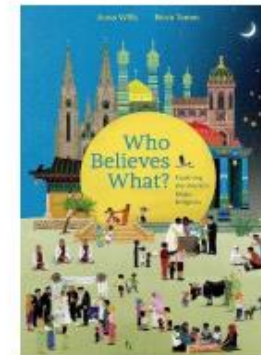
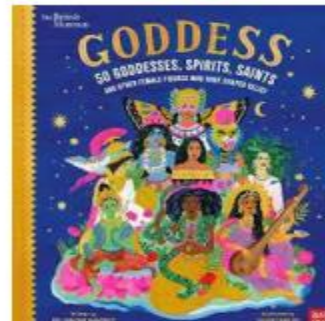
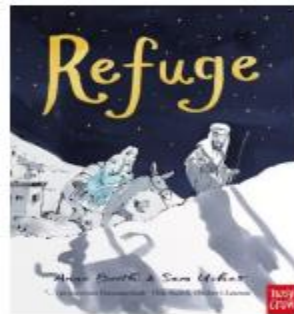
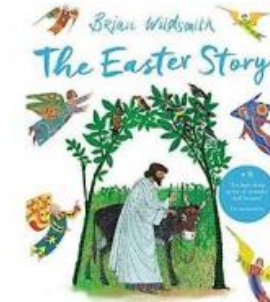
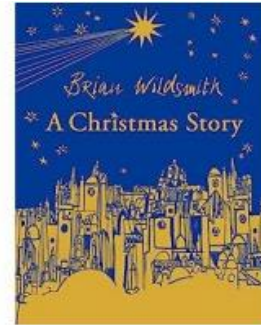
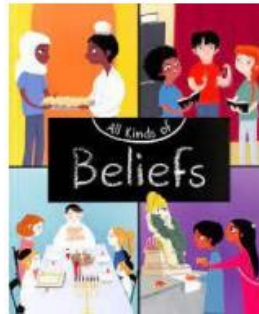
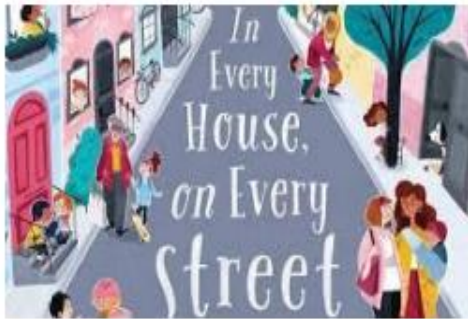
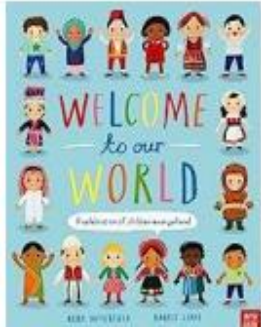
- Show sensitivity to their own and others' needs.
- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.



## IMPLEMENTATION – Reading in R.E. ...

As Lifelong Readers, we want to inspire our children to read in R.E. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high-quality texts in-line with their current topic in R.E.

Please see a sample of our core texts for R.E. below.



## IMPACT

The impact of Religious Education on pupils will be

- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus, which in turn have been developed in line with guidance produced nationally. We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to excellent RE.

Progress in RE is reported annually to parents in the end of year report.

