



# Boyne Hill Infant and Nursery School - Knowledge & Skills Progression Overview

## Religious Education

**Purpose:** Religious education in a Church of England school enables every child to flourish and to live life in all its fullness (John 10:10). In schools, where pupils and staff come from all faiths and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE is the teaching of Christianity, a global faith, very much based in belonging and community and we incorporate the Understanding Christianity materials from FS2 to Year 2. Pupils also learn about other faiths and worldviews. Religious Literacy is 'The ability to hold balanced and informed conversations about religions and beliefs.'

**Aims:** In an age appropriate way, to acquire and develop religious literacy through knowledge and understanding of Christianity as a living faith, with values that influence the lives of people worldwide and as the religion which has most shaped British culture and heritage; to know about and understand other world religions and world views and their impact on society, culture and the wider world and what it means to be part of a faith community; to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures and to enable pupils to consider and express their own ideas and insights; to develop the ability to make reasoned and informed judgements about worldviews, religious and moral issues and to behave in accordance with these beliefs and judgements; to enhance their spiritual, moral, social and cultural development and develop a positive attitude to all people, respecting their right to hold different beliefs, and towards living in a diverse society.

**Intent:** At Boyne Hill, Religious Education is taught using an enquiry based spiral curriculum where key concepts are revisited and explored in more depth as pupils get older. A balanced curriculum approach that enables engagement with text, allows pupils to understand the impact of religious beliefs and to make links with all areas of learning. It is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible, pupils will encounter believers and visit places of worship. A variety of resources, styles and techniques will be used as appropriate to enable all children to make progress in Religious Education, regardless of their starting points, ability or background.

### Knowing it - texts, stories and key beliefs. Thinking about belief.

FS1	FS2	Year 1	Year 2
Explore different religious stories: Easter, The Good Shepherd and Lunar New Year.	Talk about religious words: Incarnation, belief, prayer and be able to use them confidently.	Recognise a core belief of Christianity such as Creation, Parables (Feeding of the 5000), Incarnation, Forgiveness and Salvation.	Recognise the core beliefs of Islam when discussing Allah (Peace Be Upon Him), the prophets, the pillars of Islam and the Qur'an.
Sing songs, make music and dance to enliven religious stories.	Explore some religious stories: Easter, Purim, The Crying Camel, Lunar New Year and discuss their meaning.	Recognise the core beliefs of Sikhism when discussing equality, honesty and hospitality.	Identify and describe the core beliefs of Christianity, Sikhism and Islam as well as other faiths within the community.
Explore with different materials to make pictures relating to religious stories.	Look at special religious pictures and artefact, and listen to religious music.	Recalls a variety of different religious stories, e.g., Creation, Diwali, Christmas, Moses and Easter.	Discuss the core beliefs of Christianity, Islam and Sikhism.
Engage in role play associated with religious stories and events.	Sing songs, make music and dance to enliven religious stories.		

<b>Living it - Practice and participation (personally, locally and globally). Enquiring, investigating and interpreting.</b>			
<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>
Think about special people in their lives and people who help them.	Talk about special stories in the focus religions, think about their meaning and how they might make a difference in the lives of people that these stories are special for.	Give examples of how stories and beliefs influence the behaviour of believers, e.g., looking after the world, Langar and the 5 Ks.	Give examples of festivals and rituals linked to the key beliefs, e.g., Christmas, Easter and Eid – Hajj.
Look at religious symbols locally and talk about why they are important for some people, e.g., Gurdwara flag.	Talk about why some pictures, statues and music may be important for some people.	Give a simple account of the core beliefs and symbols of the different religions covered (Christianity, Sikhism).	Give examples of how beliefs are linked to worship and prayer. Identify and make links with the key practices of all of the religions studied in KS1.
Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Talk about what they think the message may be from certain religious stories, e.g., The Prodigal Son, The Crying Camel.	Recall key figures in the history of the People of God and people today.	Describe how beliefs influence lifestyle and worship.
Talk about why things happen and how things work.			Talk about key figures in the history of the People of God. Historically and key people locally, nationally and globally.
<b>Linking it - Comparing, contrasting and evaluating in their own life and the lives of others. Reflecting, evaluating and communicating.</b>			
<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>
Think about who they belong to, who is special to them, special places, books, celebrations and people.	Look for things that are the same and things that are different in the stories, music and art and talk about their special books, stories, pictures and music.	Talk about their own experiences in light of the religious knowledge gained.	Ask questions and explore other points of view, linked to the beliefs and practices learnt about.
Explore the world around, developing a sense of awe and wonder, curiosity and nurturing the beginnings of looking after our world.	Ask questions and give replies to their friends when they talk about things and times that are special to them.	Express opinions, similarities and differences in believers' lives and compare to own life.	Use questioning and suggest answers on how key beliefs may influence people.
In play, listen to and share special times in their lives.	Talk about how it is important to look after our world and ways we can achieve this.	Ask questions about the beliefs and practices learnt about.	Identify how religious stories and teachings might influence the way we behave and think.
Begin to know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.	Talk about how they have chosen certain materials and colours to support their interpretation of key religious stories.	Express opinions whilst being respectful of other faiths and their core beliefs.	Using the religious knowledge gained, explore how key religious figures promote stewardship through their teachings and

			practices and reflect on how they feel about looking after our world.
	Answer 'how' and 'why' questions about their experiences and events in their lives.	Compare and contrast the beliefs of others to that of their own.	Ask and respond to 'wondering' questions.
	Talk about past and present events in their own lives and in the lives of family members.	Reflect on stewardship of our world and ask 'wondering' questions.	
	Know about similarities and differences between themselves and others, and among families, communities and traditions.		
	Know that other children don't always enjoy the same things and be sensitive to this.		

**End of Key Stage 1 Expectations (enquiry and impact) - Religious Education Pan Berkshire Locally Agreed Syllabus 2018**

1. Recognise and give simple accounts of the core beliefs.
2. Retell a range of religious stories and explain how they link to the core beliefs and practices.
3. Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
4. Recognise the roles of religious leaders and sacred texts.