



Milford Primary School

Care, Share, Respect, Learn!

RE

The principal aim for RE in the Derbyshire Agreed Syllabus is:

To engage pupils in systematic enquiry into significant human questions which religions 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 developing responses of their own.

Programme of Study

EYFS - Children in EYFS should; • encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship • listen to and talk about stories • be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression • ask questions and reflect on their own feelings and experiences • use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live

KS1 - Pupils should; • develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts • use basic subject specific vocabulary • 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

KS2 - Pupils should; • extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts • be introduced to an extended range of sources and subject specific vocabulary • be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life • 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

Progression Statements

	EYFS	Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
Skill Progression	Discovering	Exploring		Connecting			
<u>Believing</u> Religious beliefs, teachings,	<i>F1 Which stories are special and why? - Talk about some religious stories -</i>	<i>1.3 Who is Jewish and what do they believe?</i>	<i>1.4 What can we learn from sacred books? Recognise that sacred texts</i>	L2.1 What do different people believe about God? Christians, Hindus	L2.3 Why is Jesus inspiring to some people?	U2.1 Why do some people think God exists? Christians	U2.3 What do religions say to us when life gets hard? Christians, Hindus



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<p>sources; questions about meaning, purpose and truth</p>	<p>Identify some of their own feelings in the stories they hear F2 Which people are special and why? - Talk about people who are special to them -Say what makes their family and friends special to them</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. Ask some questions about believing in God and offer some ideas of their own.</p>	<p>contain stories which are special to many people and should be treated with respect. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God.</p> <p><i>L2.2 Why is the Bible important to Christians? Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of</i></p>	<p>Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p>	<p>and non-religious (e.g. Humanists) Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas.</p> <p>U2.2 What would Jesus do? (Can we</p>	<p>and non-religious (e.g. Humanists) Express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian, Hindu and/or non-religious beliefs about life after death. Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>
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				<p><i>how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</i></p>		<p>live by the values of Jesus in the twenty-first century?) Outline Jesus' teaching on how his followers should live. Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Explain the impact Jesus' example and teachings might have on Christians today. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	
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<p>Expressing Religious and spiritual forms of expression; questions about identity and diversity</p>	<p><i>F3 What places are special and why? - Talk about somewhere that is special to themselves, saying why -Be aware that some religious people have places which have special meaning for them - Recognise a place of worship F4 What times are special and why? -Give examples of special occasions and suggest features of a good celebration -Recall simple stories connected with Christmas/ Easter and a festival from another faith</i></p>	<p><i>1.5 What makes some places sacred? 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. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. Ask good questions during a school visit about what happens in a</i></p>	<p>1.6 How and why do we celebrate special and sacred times? (Christians and Jews) - Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr - Identify some similarities and differences between the celebrations studied -Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers</p>	<p>L2.4 Why do people pray? Christians, Hindus Describe the practice of prayer in the religions studied. Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p>L2.5 Why are festivals important to religious communities? Christians, Hindus</p>	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus</p>	<p>U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Present ideas about the importance of people in a place of</p>	<p>U 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question.</p>
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		church, synagogue or mosque.		and/or Muslims and/or Jewish people Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious.	and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief	worship, rather than the place itself.	
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<p>Living Religious practices and ways of living; questions about values and commitments</p>	<p><i>F5 Being special: where do we belong?</i> -Share and record occasions when things have happened in their lives that made them feel special F6 What is special about our world? -Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world -Think about the wonders of the natural world, expressing ideas and feelings</p>	<p>1.7 What does it mean to belong to a faith community? (Christians and Jews) -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 - Respond to examples of cooperation between different people -Identify two ways people show they belong to each other when they get married</p>	<p>1.8 How should we care for others and the world, and why does it matter? (Christians and Muslims) -Talk about issues of good and bad, right and wrong arising from the stories -Identify ways that some people make a response to God by caring for others and the world -Use creative ways to express their own ideas about the creation story and what it says about what God is like</p>	<p>L2.7 What does it mean to be a Christian in Britain today? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs. 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. Discuss links between the actions of Christians in helping others</p>	<p>L2.8 What does it mean to be a Hindu in Britain today? 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. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 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. Discuss links between the actions of Hindus in helping others and ways in which</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>U2.7 What matters most to Christians and Humanists? Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>
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				<p>and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>people of other faiths and beliefs, including pupils themselves, help others.</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist) Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in</p>	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, and Muslims Make connections between beliefs and behaviour in different religions. Outline the challenges of being a Hindu, Christian or Muslim in Britain today. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. Consider similarities and differences between beliefs and</p>
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					which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong.		behaviour in different faiths.
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