LIPHOOK
FEDERATION

Religious Education

Knowledge and Skills Progression

EYFS to Year 6

Religious Education Skills Progression: Year R to Year 6

Our high-quality R.E. curriculum is planned as a 7-year journey across the Federation and focuses on Christianity as well as Hindu traditions in EYFS and KS1, Judaism in lower KS2 and Islam in Upper KS2, together with an overview study of Buddhism. The religious education curriculum taught within the Federation is taken from the Understanding Christianity and Hampshire's Living Difference IV resources. Our curriculum engages, inspires and challenges pupils, equipping them with the skills to Communicate, Apply, Inquire, Contextualise and Evaluate. We believe that RE contributes to spiritual, moral, social and cultural development (SMSC) of all children, and that this makes a significant contribution to helping "pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain," through practising the skills of tolerance and mutual respect as seen in Fundamental British Values. RE provides us with opportunities to develop pupils learning and understanding of people they will meet, work and live alongside. Our Golden threads running through RE are: love, community, special and belonging.

By the end of Key Stage 1, our pupils will have been introduced to the key skills and religious concepts which will enable them to access the curriculum and progress with their learning in Key Stage 2.	**By the end of Key Stage 2, our pupils will have been introduced to the key skills and religious concepts which will enable them to access the curriculum and progress with their learning in Key Stage 3.**
Pupils are taught: • The enquiry skills of communicate, apply, inquire, contextualise and evaluate • The religious concepts common to all people • The religious concepts shared by many religions, including Christianity and Hindu traditions • The Christian concepts of God, Creation/Fall, Incarnation, Salvation and Gospel	Pupils are taught: • The enquiry skills of communicate, apply, inquire, contextualise and evaluate • The religious concepts common to all people • The religious concepts shared by many religions, including Christianity, Judaism (Y3/4) and Islam (5/6) and an overview of Buddhism • Concepts that are distinctive to particular religions • The Christian concepts of God, Creation/Fall, Incarnation, Salvation, Gospel, People of God and Kingdom of God

'Greater Depth' is achieved through a focus on **ACE –** tasks enable pupils to **A**pply, **C**onnect and **E**xplore (or **E**xplain) & **E**valuate

Apply	Children apply religious skills, knowledge and understanding from their current and previous learning independently, and in new religious contexts.
Connect	Children make clear, strong and appropriate connections within the religion being studied, and/or between other religions.
Explore & Evaluate	Using their knowledge and understanding, pupils can raise relevant questions in response to their enquiry into the religious concept being studied and can critically evaluate their ideas.

Religious Education Skills Progression: Year R to Year 6

Enquiry skills linked to Living Difference IV

Skills	Year R	By end of Year 1	By end of Year 2	By end of Year 4	By end of Year 6
Communicate	Begin to talk about their own responses to the concepts/words introduced.	Children can express creatively their response to their own experiences of the concepts/words introduced.	Children can express creatively their response to their own experiences of the concepts/words introduced.	Children can express creatively as well as describe their response to their own experiences of the concepts/words introduced.	Children can respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced.
Apply	Begin to identify how their feelings about concepts/words relate to their lives.	Children can recognise their responses relate to events in their own lives.	Children can recognise (in a different way to Year 1) how their responses relate to events in their own and sometimes other people's lives.	Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives.	Children can explain some examples of how their responses relate to events in their own and other people's lives
Inquire	Begin to talk about a concept/word	Children recognise what has been taught about the concept/word and how they are used in the tradition studied.	Children simply describe what has been taught about how the concept/word and how it is used in the tradition studied.	Children can accurately describe what has been taught about the meanings of concepts/word.	Children can accurately explain meanings of concepts/words in the traditions encountered and studied.
Contextualise	Begin to recognise what has been taught about the concept/word and how they are used in the tradition studied.			Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied.	Children can explain how the concepts/words encountered in various traditions impact the lives of those who follow them, using relevant examples to support their understanding.
Evaluate	Begin to talk about the importance of the concept/word to the tradition studied.	In simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.	In simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.	Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise.	Children can discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. Children can discern possible value in the concepts/words for their own lives and communities.

Religious Education Long-term plan: Year R to Year 6

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Core concepts linked to understanding Buddhist traditions, Hindu traditions, Jewish traditions, Islam and Christianity

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hinduism	See overarching concepts	**Protection** Raksha Bandhan	**Belonging** Vishnu (Holi) **Remembering** Krishna's birthday (Janmashtami)				
Judaism				**Freedom** Passover **Authority** Torah	**Remembering** Shabbat **Identity** Mezuzah & Shema		
Islam						**Sacred places and community** Places of worship – comparing and contrasting the cathedral and mosque **Belonging** Shahada and Salat	**Ritual** Wudu & Eid Al Fitr **Peace** Revelation of the Qur'an sawm and Ramadan
Christianity	**Story telling** Jesus as a storyteller	**Special** Special books		**Incarnation** Angels **Symbolism** Three crosses			
Overarching concepts	**Special** Special clothes worn by Christians and Hindus **Precious** How water is used by Christians and Hindus	**Symbol of Light** Through Diwali (Hindu festival) and Advent (Christianity) Community Church (Christianity) and Hindu Temple			**Symbol of Light**		

Religious Education Long-term plan: Year R to Year 6

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Elements of approach linked to Understanding Christianity

Skills	By end of KS1	By end of Lower KS2	By end of Upper KS2
Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	• Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept, for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians.	• Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians	• Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	• Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship	• Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live.	• Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. • Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
Making connections Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	• Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.	• Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	• Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Religious Education Long-term plan: Year R to Year 6

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Core concepts and questions linked to Understanding Christianity

Core concepts	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
God	Why is the word 'God' so important to Christians?		What do Christians believe God is like?			What does it mean if God is holy and loving?	
Creation/fall			Who made the world?	What do Christians learn from the Creation story?			Creation and science: conflicting or complementary?
People of God					What is it like to follow God?	How can following God bring freedom and justice?	
Incarnation	Why do Christians perform nativity plays at Christmas?		Why does Christmas matter to Christians?			What is the Trinity?	Was Jesus the Messiah?
Gospel		What is the good news that Jesus brings?		What kind of world did Jesus want?			
Salvation	Why do Christians put a cross in an Easter garden?	Why does Easter matter to Christians?	What does the Easter story tell us about forgiveness?		Why do Christians call the day Jesus died 'Good Friday'?	What did Jesus do to save human beings?	What difference does the Resurrection make to Christians?
Kingdom of God					When Jesus left, what was the impact of Pentecost?		What kind of King is Jesus?