

RELIGIOUS EDUCATION Curriculum Intent

Children at Woodside will be able to: ask reflective questions; carry out investigations; evaluate ideas; and work constructively with others to understand the beliefs, festivals and celebrations of major religions around the world. They will know how to describe and explain the significance and impact of beliefs on followers of different faiths. These skills will provide the respect and understanding of the diversity in their own and the wider community.

RELIGIOUS EDUCATION – Dudley Agreed Syllabus

EYFS - ELG	<p>Understanding the World – People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Pupils should be introduced to at least two religious traditions, one of which must be Christianity.</p>
Key Stage 1	<p>Pupils should be introduced to at least two religious traditions, one of which must be Christianity.</p> <p>Core knowledge and skills Stories Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan. Opportunities should be taken to encourage enquiry into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should similarly learn about stories associated with at least one other religious tradition. They should enquire into what values, beliefs or meaning these stories may also be expressing. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may give expression to and begin to make the attempt to explain or support their views making use of simple reasons.</p> <p>Artefacts Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg. Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians. Pupils should similarly explore artefacts associated with at least one other religious tradition. Opportunities should be taken to encourage pupils to ask questions about the values or beliefs these artefacts may represent or express. They should also be encouraged to share their views and thoughts in response to any message or beliefs these artefacts may express and begin to make the attempt to explain or support their views making use of simple reasons.</p> <p>Places of worship Pupils should learn about the church as a place used for Christian worship. If possible pupils should have an opportunity to visit a local church. They should be encouraged to explore the atmosphere in a church, how and why Christians worship together and how and why special events like baptism are celebrated in a church. They should be taught to recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern. Pupils should be taught how at least one of these features may be used and should explore why it is religiously important. Pupils should also explore a place of worship associated with at least one other religious tradition. Pupils should be encouraged to share their thoughts in response to views and beliefs which arise from their exploration into places of worship and begin to attempt to explain or support their view making use of simple reasons.</p> <p>Festivals Pupils should be taught about the Christian festivals of Christmas and Easter. They should be taught the outline of the Christmas and the Easter story and explore what these stories suggest, mean or give expression to. They should learn about some of the traditions, symbols, special food and beliefs associated with these two festivals. Pupils should also explore at least one festival which is celebrated by at least one other religious tradition. Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored may suggest. They should be encouraged to explain or support their view making use of simple reasons.</p> <p>Prayer Pupils should be taught about Christian prayer. Pupils should learn about different types of prayer, for example, praising (devotional) prayer, asking (petitionary) prayer, and how music or song may be used in Christian prayer. Pupils should be encouraged to be curious and to raise questions of their own about prayer. Pupils should also explore prayer in at least one other religious tradition. Pupils should be encouraged to attempt to share their thoughts and views in response to their enquiry into prayer. They should be encouraged to explain or support their view making use of simple reasons.</p> <p>Beliefs Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer. Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others. Pupils should be encouraged to attempt to share their thoughts and views in response to how faith may influence how a person chooses to live. They should be encouraged to explain or support their views making use of simple reasons.</p>
Key Stage 2	<p>Pupils should study at depth at least two religious traditions, one of which must be Christianity. Pupils will also have an opportunity to be acquainted with other principal religions. The expectation is that by the end of Key stage 2 pupils will know about two religions, one of which will be Christianity, quite well and will have, at the very least, encountered the other four principal religions.</p> <p>Stories Pupils should learn about Christian stories that are in the Bible. Stories that they learnt about in Key Stage 1 like, the lost sheep, the lost (prodigal) son, the Pharisee and the tax-collector and the Good Samaritan may be revisited in Key Stage 2 in order to gain a deeper understanding of how these stories may be interpreted. In addition pupils should also learn about other New Testament stories, for example, the story of Zacchaeus the tax collector, the Centurion's servant, the healing of the blind man, the feeding of the five thousand, the unforgiving servant (Mt 18 v 21-35) and the Lord's Prayer (Lk 11 v 1-4). Pupils should also learn about Bible stories which are part of the shared Judaic-Christian tradition, for example, the Creation Story, Adam and Eve, Noah's Ark, Moses and the Ten Commandments. Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should also learn about stories associated with at least one other religious tradition. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.</p> <p>Worship Pupils should learn about Christian worship. Types of prayer like praising (devotional) prayer, asking (petitionary) prayer may be revisited in Key Stage 2 in order to gain a deeper understanding, for example, pupils might consider different types of asking prayers and whether asking for some things might be appropriate while other things might not be. The Lord's Prayer as a model for prayer involving devotion, confession and petition in Christianity should be explored. Pupils should also learn about Holy Communion, the symbolism involved in the ceremony, the idea of a fellowship meal and the idea of Christ being present. Pupils should also learn about worship in at least one other religious tradition. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. They should be taught to support their views or beliefs making use of reasons which are clear and cogent.</p> <p>Festivals Pupils should learn about Christian festivals. Festivals like Christmas and Easter may be revisited in Key Stage 2 in order to gain a deeper understanding. For example, pupils might explore the idea that Christmas is a time of peace and goodwill, a time for putting aside disagreements and of seeking reconciliation. Pupils might explore the belief that Easter was a victory when good triumphed over evil. Pupils should also learn about festivals in at least one other religious tradition. Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate. They should be taught to support their views making use of reasons which are clear and cogent.</p> <p>Leaders of religion Pupils should learn about Jesus of Nazareth as the founder of Christianity. They should by the end of key Stage 2 have a reasonably secure knowledge of events in Jesus' life like the story of his birth, his baptism, his entry into Jerusalem, the last supper, his death and his resurrection. They should also have learnt that Jesus showed a particular concern for the marginalised and rejected as reflected in his attitude towards people like Zacchaeus the tax collector and the Roman Centurion whose servant was sick. Pupils should have knowledge of some of the parables which Jesus used to teach about kindness, going out of one's way to help others and of having a forgiving nature, as reflected in stories like the lost sheep, the lost (prodigal) son, the Good Samaritan and the unforgiving servant. Pupils should also have learnt about some of the miracle stories associated with Jesus, for example, the healing of the blind man and the feeding of the five thousand. They should also have been taught about Christian beliefs about Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not just a wise man who taught about God or that Jesus was a moral teacher who taught about what was right and wrong. Pupils should be taught about the mainstream Christian view that Jesus was God living on earth in human form, that Jesus was the Saviour and that Jesus is the second person in the Trinity which consists of the Father, the Son (Jesus Christ) and the Holy Spirit. Pupils should also learn about the leader of religion in at least one other religious tradition. Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent.</p> <p>Holy books Pupils should learn about the Bible as the holy book of Christianity. They should learn that for Christians the Bible is made up of two main sections, of which there is material which pre dates the life of Jesus, which is sacred for both Jews and Christians. They should learn about stories (see earlier section on stories p.61) associated with certain books of the Bible, for example, Genesis, Exodus and the Gospels. Pupils should explore the idea of literal and non-literal or symbolic interpretation of scriptural passages. Pupils should be taught that the Bible is divided into named books, numbered chapters and numbered verses. Pupils should explore the Christian belief that the Bible is 'holy' and that individuals have received divine revelation or have been divinely inspired. Pupils should also learn about the holy book or scriptures associated with at least one other religion. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons which are clear and cogent.</p> <p>People of faith Pupils should be taught about the life and work of at least one person who was motivated or inspired by their Christian faith. Pupils may explore the life of a well-known person drawn from history, for example, St Francis of Assisi, Thomas Barnardo, Florence Nightingale, Harriet Tubman, Mary Seacole, Mother Teresa, Desmond Tutu or Jackie Pullinger. Or pupils may explore the life and work of an individual in the local community who may work or volunteer their time and energy to the disadvantaged, or a 'good cause' either locally or abroad. Pupils should explore in what way this person's life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons which are clear and cogent. Beliefs Pupils should learn about some major Christian beliefs, for example, central beliefs about God as creator, Father and the idea of God as being a loving and all-powerful God. Pupils should learn about central beliefs associated with Jesus, for example, that for many Christians Jesus was God living on earth in human form, was resurrected from the dead, and lives on today, is known as the Son of God, that Jesus was the Saviour, that Jesus is the second person in the Trinity. Pupils should learn about central beliefs associated with the belief in the resurrection of the dead and eternal life. Pupils should learn about beliefs associated with living a Christian life, for example, a Christian life is a life lived in relationship with God, it involves a commitment to the welfare of others, forgiveness, love and charity. Pupils should also learn about some central beliefs associated with at least one other religion. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons which are clear and cogent.</p>
Key Stage 1 and 2	<p>Learning about religion is mainly concerned with pupils developing their knowledge and understanding of religion. It includes enquiry into the nature of religion, its beliefs, teachings, sources, practices and ways of life. It includes not merely the acquisition of knowledge leading to a descriptive account of religion. It also includes applying skills like interpretation and analysis in order to arrive at an understanding of what belonging to a religion means from the point of view of a believer. Learning about religion also includes developing an understanding of how religions have responded to ultimate questions and to ethical issues. Examples of ultimate questions would include, 'Why are we alive?' 'Why do people suffer?' 'Does God exist?' 'How am I to live life?' 'Is there a life after death?' Learning about religion also includes knowledge and understanding of how there are differences within religions, but also how religions are similar. The two core words which sum up this attainment target are knowledge and understanding.</p> <p>Learning from religion is mainly concerned with pupils' personal development. It involves helping pupils to reflect on and articulate the beliefs and values which form the basis of their own personal search for meaning. The purpose of religious education in all maintained schools is clearly not about nurturing young people into a particular faith – this is the responsibility of the family and of faith communities. Learning from religion is however concerned with helping pupils, of whatever faith, or of no faith, to identify and express their own deeper thoughts, feelings and beliefs in response to religion and in response to life. It includes helping pupils to think about and evaluate how, if at all, religion may inform their views or may suggest ways in which religion may have application or insights which inform their own life. Learning from religion has to do with encouraging pupils to develop and communicate their own ideas and views and to test the basis of those views by rigorous self-examination and by being challenged by the views of others. Learning from religion encourages young people to try to articulate their beliefs and values in order to formulate them and make them more clear both to themselves and others. However learning from religion is not about simply encouraging young people to have a view or to have opinions. Young people are encouraged to rigorously explore their views and to go on exploring their views, testing the basis on which their views are founded in order that their views and beliefs are founded on an informed basis and make consistent and credible sense. The two core words which sum up this attainment target are evaluation and application.</p>

Woodside Primary School – RELIGIOUS EDUCATION –Progression Document

	EYFS	Year 1 (Level 1)	Year 2 (Level 2)	Year 3 (Level 3)	Year 4 (Level 3)	Year 5 (Level 4)	Year 6 (Level 4)
Learning about religion	<p>Understanding the World: People and Communities</p> <p>DM 30-50 months Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>DM 40-60 months Enjoys joining in with family customs and routines.</p> <p>ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>To recall the outlines of religious stories from Christianity including the Christmas and Easter, and one other religion To begin to ask questions about what values and beliefs the stories are expressing. To recognise features of religious life and practice. To recognise some religious symbols and words for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg To know the church as a place used for Christian worship. To explore the atmosphere in a church, how and why Christians worship together and how and why special events like baptism are celebrated in a church. To know about the Christian festivals of Christmas and Easter including the traditions, symbols, special food and beliefs associated with these two festivals. To explore at least one festival which is celebrated by at least one other religious tradition. To know about Christian prayer. To know about different types of prayer, for example, praising (devotional) prayer, asking (petitionary) prayer, and how music or song may be used in Christian prayer. To know about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer. To begin to ask questions about the values or beliefs stories, artefacts, places of worship and prayer may represent or express</p>	<p>To retell religious stories. To identify some features of religious life and can begin to associate them with particular religions. To suggest a meaning for a religious story or action. To explore how and when Christian artefacts may be used and why they are of religious importance to Christians. To explore artefacts associated with at least one other religious tradition. To ask questions about the values or beliefs these artefacts may represent or express. To recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern. To know how least one of these features may be used and should explore why it is religiously important. To explore a place of worship associated with at least one other religious tradition. To ask questions about prayer. To explore prayer in at least one other religious tradition. To share my views and thoughts in response to any message or moral stories, artefacts, places of worship and prayer may give expression to. To explore how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others. To begin to share my thoughts and views with simple reasons in response to how faith may influence how a person chooses to live.</p>	<p>To begin to produce organised descriptions of religious beliefs, teachings and practices. To demonstrate a simple understanding of religious faith. To share their views and thoughts in response to any message or moral these stories may be expressing and support my views with clear and cogent reasons. To identify religious artefacts and explain how and why they are used. To describe religion building and explain how they are used.</p>	<p>To produce organised descriptions of religious beliefs, teachings and practices. To demonstrate a deepening understanding of religious faith often using a single clause response and using generic words like 'holy' or 'special'. To make use of simple specialist vocabulary. To refer to religious figures and holy books to explain answers. To explain some of the religious practices of both clerics and individuals. To identify religious symbolism in literature and the arts</p>	<p>To have a simple but reasonably secure knowledge and understanding of two religions one of which must be Christianity. To be acquainted with at least two other religions. To produce organised descriptions of religious life. To show an elementary knowledge of beliefs or teachings which are specific to particular religions. To begin to make use of specialist religious vocabulary.</p>	<p>To have a deepening understanding of two religions one of which must be Christianity and a simple knowledge of at least two other religions. To demonstrate a simple understanding of religious faith often by linking statements together to provide a coherent account. To make use of specialist religious vocabulary. To explain how some teachings and beliefs are shared between religions. To explain how religious beliefs shape the lives of individuals and communities. To explain the practices and lifestyles involved in belonging to a faith community. To compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. To show an understanding of the role of a spiritual leader. To explain some different ways that individuals show their beliefs.</p>
Learning from religion		<p>To make simple judgements expressing a personal view. To make use of very simple reasons usually expressed in a single clause. To begin to identify the things that are important in my own life and compare these to religious beliefs. To explain how actions affect others.</p>	<p>To make simple judgements expressing a personal view. To identify the things that are important in my own life and compare these to religious beliefs. To relate emotions to some of the experiences of religious figures. To identify how I have to make my own choices in life. To show an understanding of the term 'morals'</p>	<p>To express a personal view making use of reasons usually based on social consequences. To begin to show an understanding that personal experiences and feelings influence attitudes and actions. To explain how beliefs about right and wrong affect people's behaviour</p>	<p>To express a view and are beginning to use evidence to support it. To show an understanding that personal experiences and feelings influence attitudes and actions. To ask questions that have no universally agreed answers. To describe how some values held by communities or individuals affect behaviour and actions To give opinions on stories involving moral dilemmas.</p>	<p>To support an opinion usually supporting them with relevant reasons. To begin to explain their own ideas about the answers to ultimate questions To explain why different religious communities or individuals may have different views of what is right and wrong. To begin to express their own values and remain respectful of those with different values.</p>	<p>To support their opinions and views with reasons. Links between statements to create a coherent account is beginning to be clear. To recognise and express feeling about their own identities. Relate these to religious beliefs or teachings. To explain their own ideas about the answers to ultimate questions and explain why they may differ from those of others To show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). To express their own values and remain respectful of those with different values.</p>