



“Be courageous; be strong. Do everything in love” (1 Corinthians 16:13-14)

Nursery – UW				
<p>The teaching of RE in Nursery is taught through child-led play and by the provision of experiences which provide the building blocks for later development, starting with things which are familiar to the children, and providing lots of hands-on activities and learning. These experiences are varied and planned to support each cohort and can include dressing up and dancing or acting out scenes from stories, celebrations or festivals, making and eating festival food, talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination, exploring authentic religious artefacts, seeing pictures, books and videos of places of worship and meeting believers in class, the introduction of religious vocabulary, work on nature, growing and life cycles or harvest, seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet, starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.</p>				
RE : Progression of Knowledge and Skills – Herefordshire Syllabus 2020-2025 YR – Y6				
	Year Reception	KS1	Lower KS2	Upper KS2
Making Sense of Beliefs	<ul style="list-style-type: none"> • Retell stories, talking about what they say about the world, God, human beings • Begin to recognise that for Christians, Muslims or Jews, special things link to beliefs about God • Say why Easter and Christmas are special times for Christians 	<ul style="list-style-type: none"> • Tell the story of the Lost Son and the Creation story from Genesis 1 simply • Re-tell simply some stories used in Jewish celebrations • Recognise that loving others is important in lots of communities • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. • Give a clear, simple account of the story of Jesus’ birth and death and why Jesus is important for Christians • Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news 	<ul style="list-style-type: none"> • Make clear links between Genesis and what Christians believe about God, Creation, the Fall and covenant. • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian • Identify some beliefs about God in Islam and Judaism. • Offer suggestions about what texts about baptism, Trinity, Holy Week and Pentecost mean • Identify the terms ‘dharma’, ‘Sanatan Dharma’ and ‘Hinduism’ and say what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today 	<ul style="list-style-type: none"> • Explain connections between biblical texts and Christian ideas of God, using theological terms • Identify and explain Muslim and Jewish beliefs about God • Identify and explain beliefs about why people are good and bad • Identify and explain what religious and non-religious people believe about God • Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it • Explain connections between biblical texts and the concepts of the kingdom of God, Incarnation and Salvation • Identify and explain Hindu beliefs



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<p>Making Connections</p>	<ul style="list-style-type: none"> • Talk about what religious stories teach believers • Talk about the things that are special and valued in a place of worship • Recall simply what happens at a traditional Christian festival (Christmas, Easter) 	<ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practice in worship • Give an account of what happens at a traditional Christian or Jewish welcome ceremony and wedding ceremony, and suggest what the actions and symbols mean • Make links between Jewish ideas of God found in the stories and how people live • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give examples of how Christians show their beliefs about Jesus’ birth, death and resurrection in church worship and action. • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions 	<ul style="list-style-type: none"> • In both Islam and Judaism, make links between beliefs about God and how believers worship and live. • Make simple links between teachings about how to live and ways in which people try to make the world a better place • Describe what Christians do because they believe God is Creator and Forgiver of sins • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about God and how Hindus live • Describe how Christians show their beliefs about the Trinity in worship 	<ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Make clear connections between Jewish commandments and how Jews live • Make clear connections between Muslim beliefs and ibadah • Make clear connections between Bible texts studied and what Christians believe about God and how this impacts their worship and lives • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Make clear connections between belief in the kingdom of God and Jesus’ death and how Christians put their beliefs into practice • Make clear connections between what people believe about God and the impact of this belief on how they live • Show understanding of why many Christians find science and faith go together
<p>Understanding the Impact</p>	<ul style="list-style-type: none"> • Talk about people who are special to them 	<ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world. 	<ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the stories of Creation, Noah and Gospels for 	<ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today



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	<ul style="list-style-type: none"> • Share and record occasions when things have happened in their lives that made them feel special • Talk about somewhere that is special to themselves, saying why 	<ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. • Talk about what they think is good about being in a community, for people in faith communities and for themselves • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control • Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live 	<p>Christians and for non-Christians living today</p> <ul style="list-style-type: none"> • Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what God is like • Raise questions and suggest answers about what is good about being a Hindu in Britain today 	<ul style="list-style-type: none"> • In both Judaism and Islam, make connections between beliefs studied and explain how and why they are important to believers today • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account • Reflect on and articulate what impact belief in karma and dharma, sacrifice and ‘the kingdom of God’ might have on individuals and the world
<p>Making Sense of Beliefs</p>	<p>By the end of YR pupils will: Encounter religious and non-religious 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</p>	<p>By the end of KS1 pupils can: Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>By the end of LKS2 pupils can: Identify and describe the core beliefs and concepts studied Make clear links between texts/ sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>By the end of UKS2 pupils can: Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>



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<p>Understanding the Impact</p>	<p>their senses to explore beliefs, practices and forms of expression. Ask questions and reflect on their own feelings and experiences. Use their imagination</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice</p>	<p>Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>
<p>Making Connections</p>	<p>and curiosity to develop their appreciation of, and wonder at, the world in which they live.</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make</p>	<p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give good reasons for the views they have and the connections they make</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>