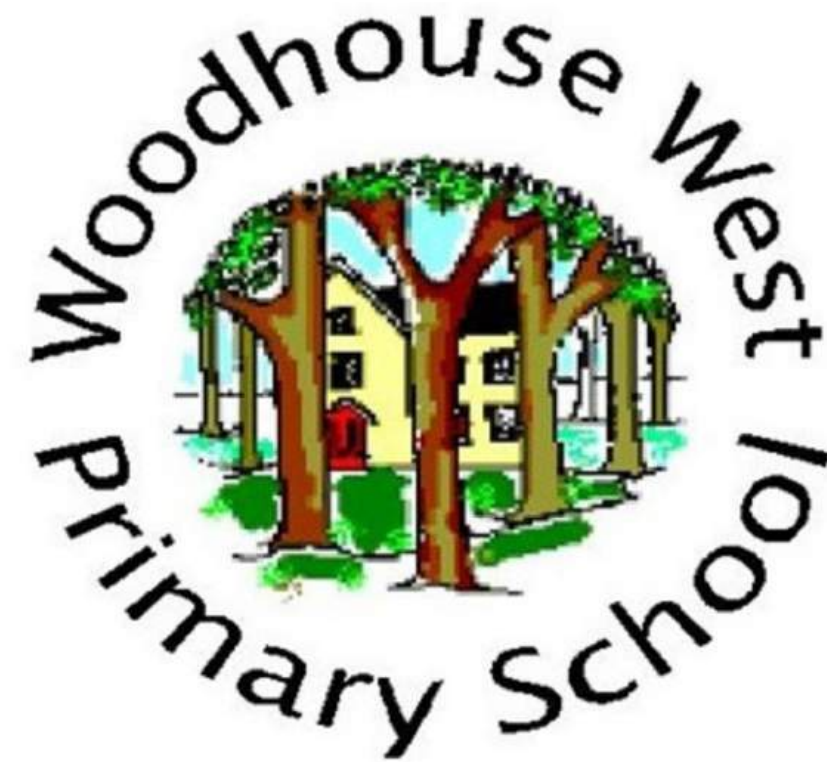


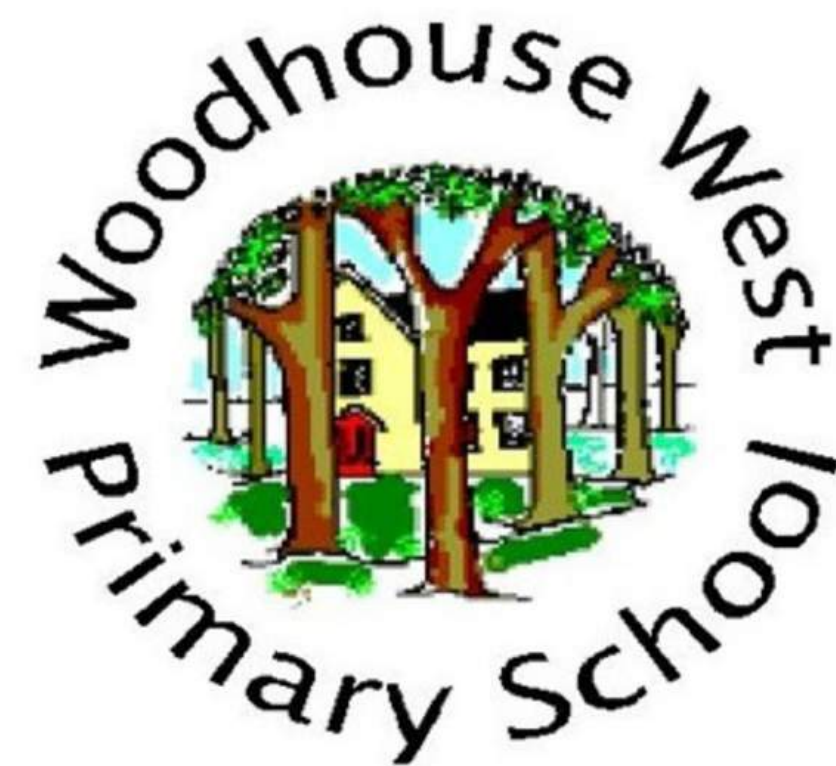


Curriculum
Progression
Document

Religious Education

Contents

- Woodhouse West Primary School Curriculum Intent
- Religious Education and The Early Years Foundation Stage
- Meeting the statutory requirements of The Primary National Curriculum
- Whole school programme of study
- Progression in religious knowledge, skills and understanding



Religious
Education
Curriculum
Intent

Woodhouse West Primary School- Intent

Woodhouse West Primary Curriculum Intent

As a school, we strive to create learning that promote children's interests and allows them to learn about the world around them. We develop their skills within different subject areas through a shared context.

Our curriculum;

- is ambitious and designed to give all children the knowledge and skills they need to succeed in life
- has high expectations for all children, including those with special needs and disabilities
- ensures that children study a broad and balanced curriculum by teaching a range of subjects
- is coherently planned and sequenced so children can embed and use their knowledge and skills
- extends beyond academic to provide opportunities for every child to develop and discover their character, interests and talents is closely linked to the school's core values encourages children to value the Woodhouse community
- prepares children for life in modern Britain, developing their understanding of fundamental British values and equipping them to be responsible, respectful citizens

RE Subject Intent

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is also about 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views.

Essential Characteristics in the Subject

- A secure level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Woodhouse West Primary School- Aspirations

Aspirations for the future;

At Woodhouse West, we are always thinking about how to prepare our children for the next stage in their learning journey and beyond. We like to talk to the children about their aspirations and take the time to consider the jobs that a range of the foundation subjects are needed for.

Here are some of the jobs you could aspire to do in the future as a Religious scholar:

- Priest
- Journalist
- Charity fundraiser
- Youth worker

For more careers, visit the First Careers website to learn more about different job roles linked to your favourite subjects



Priest



Journalist



Charity
fundraiser



Youth worker

Woodhouse West Primary School- Enrichment

Wider Curriculum Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This can include a programme of lunch-time and after-school clubs, that support the core curriculum offer, as well as those whilst also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

We also provide further opportunities to enhance children's learning wherever possible. These can include:

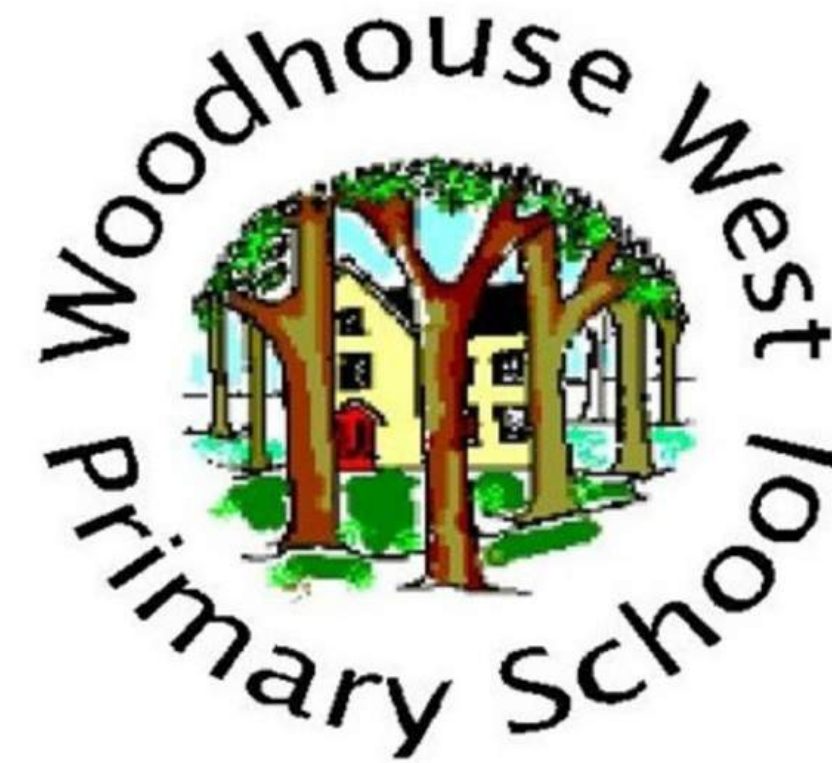
Whole School Theme Days/Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying Week and eSafety Day, World Book Day, Family Fun Fit day, an Enterprise topic culminating in a Summer Fair, Science Week, Curriculum weeks, Red Nose Day and Comic Relief.

Educational Visits and Residentials

School trips and visits are an integral part of the education of children at Woodhouse West Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience and bringing learning alive; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 2, 4 and 6 take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 2 and Year 4 go on a residential visit and our Year 6 young people take part in an outdoor pursuits residential where they experience a range of activities such as orienteering, climbing, abseiling, raft building, archery and lots more.



RE in the Early
Years
Foundation
Stage

Developing RE Skills

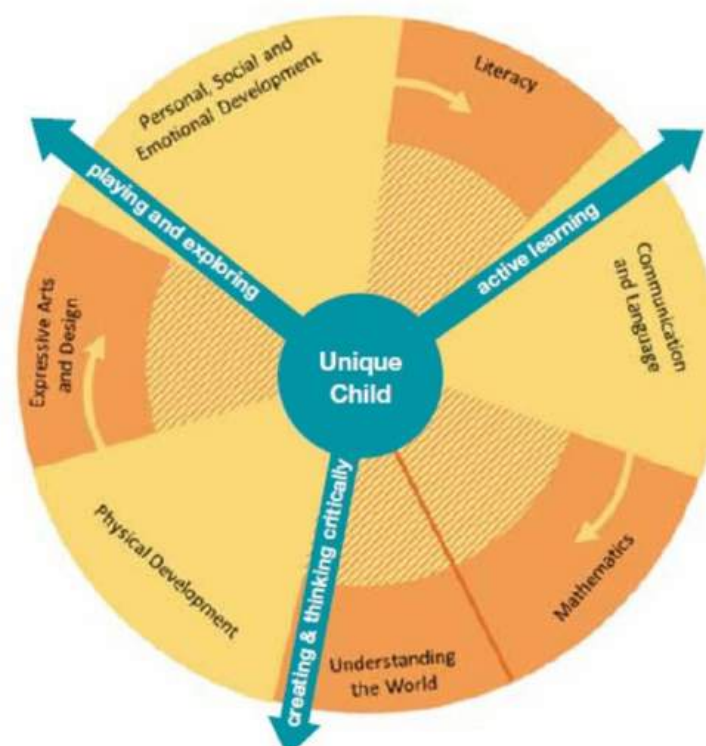
Developing Early Religious Education Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of religious education in our EYFS:

ELG 14. People, Culture and Communities

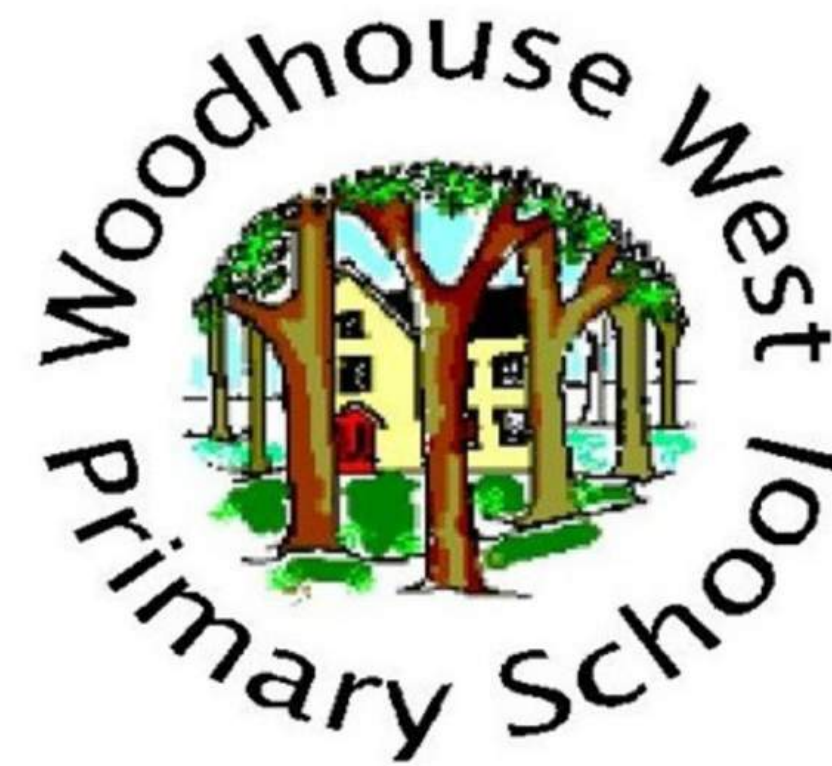
Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG 3. Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



RE and the
National
Curriculum

Religious Education and the National Curriculum: Key Stage One

Implicit and Explicit RE

Key Stage 1 should build on children's growing awareness of religion and religious life which they experienced in the Foundation Stage. Much of this should continue to be an attempt to encourage children to be curious about concrete examples of religious life and behaviour. The main areas are religious stories, artefacts, places of worship, festivals, prayer and beliefs. This is often called explicit religious education. Explicit religious education has largely to do with the growth in knowledge and understanding of organised religions like Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, etc.

Pupils should be taught:

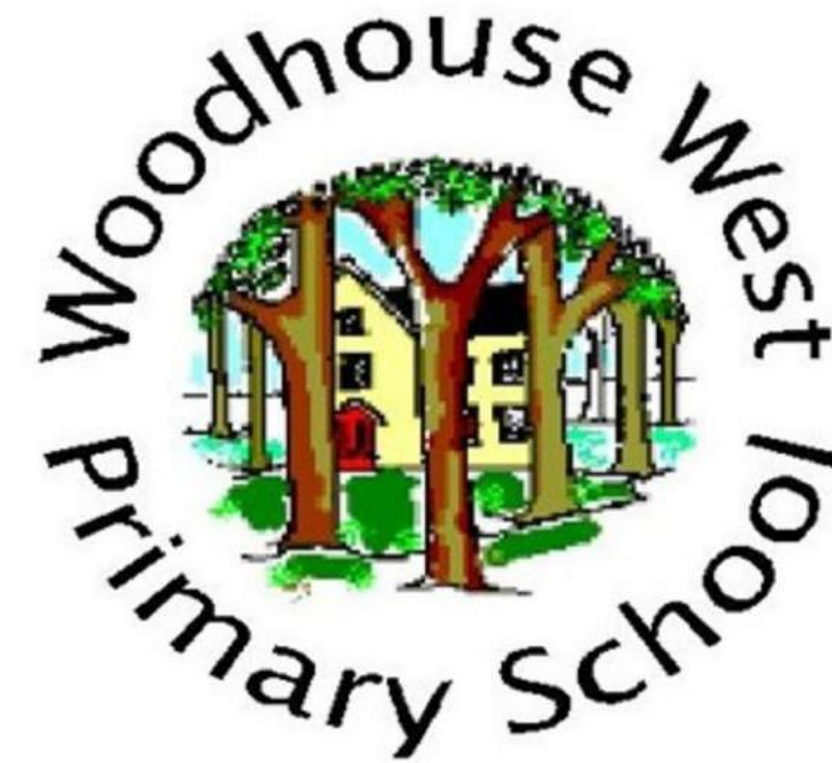
- To explore both implicit and explicit religious material.
- Christianity in Key Stage 1.
- At least one principal religion other than Christianity and material about a third or a fourth principal religion may also be taught.
- In depth knowledge into why a religious practice or belief is important should be explored and not just horizontal knowledge about the how, who, what and when.
- To talk and share their thoughts and views about the religious material that they learn about.
- To explain or attempt to give reasons to support their views.

Religious Education and the National Curriculum: Key Stage Two

The core knowledge of what should be taught in Key Stage 2 may be usefully expressed using seven headings which are: stories, worship, festivals, leaders of religion, holy books, people of faith and beliefs. These headings should not be seen as topic titles which may be taught independent of each other. When enquiring into worship it is very likely that important beliefs will also be explored. When exploring festivals, it would be a mistake not to make children aware of significant religious stories associated with the festival.

Pupils should be taught:

- To explore Christianity and at least one other principal religion.
- The four other principal religious traditions.
- That religious words and actions may be intended to be interpreted metaphorically or may have a symbolic or a non-literal meaning.
- To raise questions which are important to them about the truth and worth of the religious material they learn about.
- To express their own views in response to the religious material they learn about and should be encouraged to support their views using relevant reasons which are clear and cogent.



Implementation
of Whole School
Religious
Education

Programme of Study

Woodhouse West's RE Programme of Study

EYFS		General concepts	Religious concepts
Year Group	Enquiry Question		
Rec	Being special: where do we belong?		
Rec	Why is Christmas special for Christians?		
Rec	Why is Easter special for Christians?		
Rec	Which places are special and why?		

Woodhouse West's RE Programme of Study

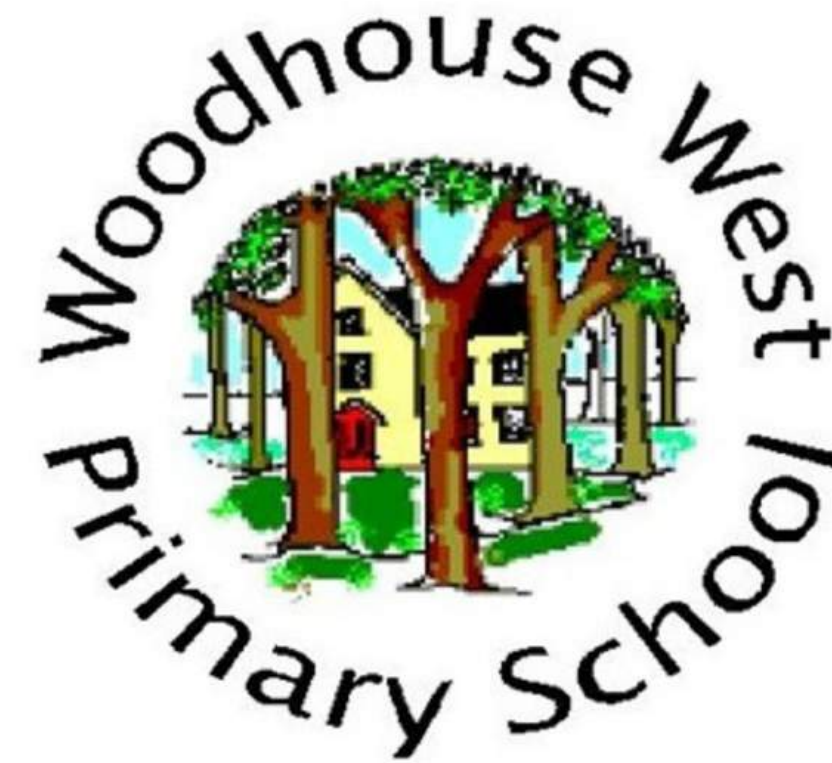
Key Stage One		General concepts	Religious concepts
Year Group	Enquiry Question		
1	Who do Christians say made the world?		
1	Why does Christmas matter to Christians?		
1	What is the 'good news' Christians believe Jesus brings?		
1	Why does Easter matter to Christians?		
1	What do Christians believe God is like?		
1	How should we care for others and for the world, and why does it matter?		
2	Who is a Muslim and how do they live?		
2	Who is Jewish and how do they live?		
2	What makes some places sacred to believers?		
2	What does it mean to belong to a faith community?		

Woodhouse West's RE Programme of Study

Lower Key Stage Two		General concepts	Religious concepts
Year Group	Enquiry Question		
3	What do Christians learn from the Creation story?		
3	What is it like for someone to follow God?		
3	What kind of world did Jesus want?		
3	Why do Christians call the day Jesus died 'Good Friday'?		
3	What is the 'Trinity' and why is it important for Christians?		
3	For Christians, what was the impact of Pentecost?		
4	How do festivals and family life show what matters to Jewish people?		
4	What do Hindus believe God is like?		
4	What does it mean to be Hindu in Britain today?		
4	How do festivals and worship show what matter to Muslims?		
4	How and why do people mark the significant events of life?		
4	How and why do people try to make the world a better place?		

Woodhouse West's RE Programme of Study

Upper Key Stage Two		General concepts	Religious concepts
Year Group	Enquiry Question		
5	What does it mean if Christians believe God is holy and loving?		
5	Why do Christians believe Jesus is the Messiah?		
5	What does it mean to be Muslim in Britain today?		
5	How do Christians decide how to live? 'What would Jesus do?'		
5	Why is the Torah so important to Jewish people?		
5	What matters most to Humanists, Christians?		
6	Why do Hindus want to be good?		
6	Why do some people believe in God and some people not?		
6	For Christians, what kind of king is Jesus?		
6	What do Christians believe Jesus did to 'save' people?		
6	Creation and science: conflicting or complementary?		
6	How does faith help people when life gets hard?		



Implementation
of Whole School
Religious
Education

Progression of Knowledge
& Skills

Progression of Knowledge & Skills – Concepts

At Woodhouse West, we aim to develop the following concepts through the progressive teaching of religious knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is also about 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views.

RE Concepts

• General

Pupils will develop an understanding of concepts associated with human experience and the search for meaning and purpose such as commitment, celebration, joy, sadness, goodness, evil forgiveness, equality and responsibility. These are central to any area of the curriculum addressing the spiritual development of pupils.

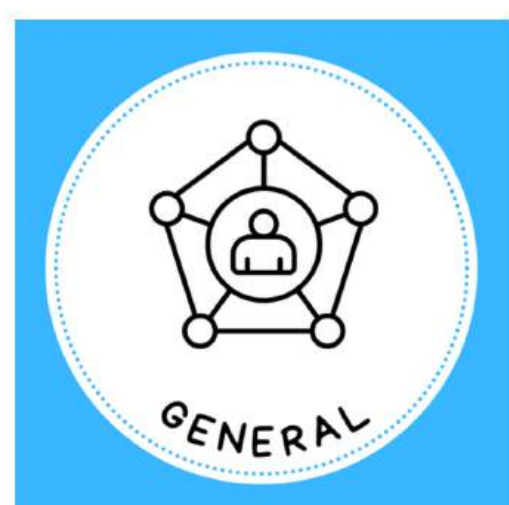
• Religious

These fall into two categories:

a) concepts which are common to most or all major belief systems such as God, ritual, scripture, festival, prayer, worship, myth and symbol.

b) concepts which are distinctive of particular religions, examples of which are:

- Christianity: Creation / Fall / People of God / Incarnation / Gospel / Salvation / Kingdom of God
- Hinduism: Samsara and moksha / Brahman (God) and atman / Karma and dharma
- Islam: God/Tawhid Iman (faith) / Ibadah (worship) / Akhirah (life after death) / Akhlaq (virtue/morality)
- Judaism: Torah / The People and the Land



Implementation

Progression of Knowledge- EYFS

	EYFS
Autumn 1	Being special: where do we belong? Key concept: General Substantive knowledge: • Religions teach that each person is unique and valuable too. • Jewish and Christian ideas that God loves people even from before they were born • Children are welcomed into another faith or belief community.
Autumn 2	Why is Christmas special for Christians? Key concept: Religious Substantive knowledge: • Most important gift to Christians would be Jesus. • Christians believe God showed his love for all people by sending Jesus to Earth- they say that shows how special people are to God.

Progression of Knowledge- EYFS

	EYFS
Spring 2	Why is Easter special for Christians? Key concept: Religious Substantive knowledge: • The Bible says Jesus died on a cross and then was buried in a cave tomb. • Most Christians believe Jesus did not stay dead, but came to life again. • That's why Easter is a happy festival for Christians.
Summer 1	Which places are special and why? Key concept: General Substantive knowledge: • A church building is a special place for Christians. • A mosque as a special place for Muslims.

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Autumn 1	Who do Christians say made the world? Key concept: Religious Substantive knowledge: • Created things have creators. • Many people (Jews, Christians & Muslims) believe that God is the Creator of the world. • Christians thank God by saying prayers.	Who is a Muslim and how do they live? Key concept: Religious Substantive knowledge: • Muslims believe in Allah as the one true God. • Shahadah is the most important belief for Muslims. • To be a Muslim is to submit willingly to God- allow Allah to guide them through life. • Muhammad is a Prophet and is God's messenger. • Muslims follow Allah (God) but learn a lot from the Prophet's example. • The Five Pillars are the core beliefs and practices of Islam- how a Muslim worships.
Autumn 2	Why does Christmas matter to Christians? Key concept: Religious Substantive knowledge: • Jesus was a special baby- God on Earth. • Christmas celebrate the Incarnation. • Advent is a time when Christians prepare for Jesus' arrival.	

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Autumn 1	Who do Christians say made the world? Key concept: Religious Substantive knowledge: • Created things have creators. • Many people (Jews, Christians & Muslims) believe that God is the Creator of the world. • Christians thank God by saying prayers.	Who is a Muslim and how do they live? Key concept: Religious Substantive knowledge: • Muslims believe in Allah as the one true God. • Shahadah is the most important belief for Muslims. • To be a Muslim is to submit willingly to God- allow Allah to guide them through life. • Muhammad is a Prophet and is God's messenger. • Muslims follow Allah (God) but learn a lot from the Prophet's example. • The Five Pillars are the core beliefs and practices of Islam- how a Muslim worships.
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Progression of Knowledge- Key Stage One

	Year 1	Year 2
Spring 1	What is the 'good news' Christians say Jesus brings? Key concept: Religious Substantive knowledge: • Jesus teaches his followers that God forgives them, but they need to forgive others too. • Jesus promises his followers peace. • Christians try to help people in need.	Who is Jewish and how do they live? Key concept: Religious Substantive knowledge: • The People of Israel are God's Chosen or Favoured People. • Jews beliefs about God are expressed in the Shema i.e. God is one, it is important to love God. and this teaches them how they should respond to God. • Jewish people may have special objects in their home. • The mezuzah, Shabbat and festivals help Jewish people to remember God and remind them about what God is like.
Spring 2	Why does Easter matter to Christians? Key concept: Religious Substantive knowledge: • Christians believe that Jesus rises from death. This is called resurrection. • Jesus opened up a way for Christians to have a new life after they die (salvation) • Christians hope that heaven is a place without pain or suffering- a place of joy.	

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Summer 1	What do Christians believe God is like? Key concept: Religious Substantive knowledge: • Christians believe in God- the bible is the key way of finding out what they think God is like. • A Parable is a special story Jesus told to help people understand ideas.	What makes some places sacred to believers? Key concept: General Substantive knowledge: • It is important to show respect for other people's precious or sacred belongings. • There are similarities and differences between places of worship. • Religious places of worship include symbols, artefacts and actions to help them worship. • Religious believers sometimes use music to help them to worship.
Summer 2	How should we care for others and for the world, and why does it matter? Key concept: General Substantive knowledge: • We can care for others by giving to charity, being helpful or being thankful. • We can care for the environment by looking after it e.g. recycling, caring for areas. • Some religions believe that serving others and supporting the poor are important parts of being a religious believer.	What does it mean to belong to a faith community? Key concept: General Substantive knowledge: • Different people belong to different religions and some people are not but most people are in communities of one sort or another. • Symbols are used to some belonging in religions. • Religions and non religions have ceremonies to welcome people or to show that you love someone.

Progression of Knowledge- Lower Key Stage Two

	Year 3	Year 4
Autumn 1	What do Christians learn from the Creation story? Key concept: Religious Substantive knowledge: • Christians and Jews believe that God created the world. • Christians believe God wants humans to look after the world. • Adam and Eve 'fell' from their close relationship with God. • Most Christians see this as a picture of how all people behave: everyone 'sins' and this is why people do bad things. • Christians know that it is important to say sorry to God to repair that relationship.	How do festivals and family life show what matters to Jewish people? Key concept: Religious Substantive knowledge: • Rosh Hashanah- Jewish new year festival. Jews examine their deeds from the past year and look to make a fresh start for the next one. • Yom Kippur- the 'Day of Atonement'. A day of fasting and praying for forgiveness.. • Both events are solemn and joyful for Jews. • Pesach (Passover)- shows faithfulness of God and the Jewish people's place as God's chosen or Favoured People. • Jewish people given the Ten Commandments- rules that Jews live by.
Autumn 2	What is it like for someone to follow God? Key concept: General Substantive knowledge: • God chose people to follow him. • God gave humans a set of rules to obey but he also has a promise to keep- this is a covenant. • God gave humans some responsibilities. • Rainbows remind Christians and Jews of God's promise so they trust God to keep it.	What do Hindus believe God is like? Key concept: Religious Substantive knowledge: • Hindus believe that 'AUM' was the very first sound out of which the universe was created. • It is a symbol and sound that is used by many Hindus to represent Brahman (God), the ultimate being, whose spirit is in everything. • Believe in the idea that Brahman being invisible but in everything. • Hindu deities are Brahma, Vishnu and Shiva- these are the three ways of understanding God. Hindus often choose a deity to worship at a shrine in their own home.

Progression of Knowledge- Lower Key Stage Two

	Year 3	Year 4
Spring 1	What kind of world did Jesus want? Key concept: Religious Substantive knowledge: • Stories are shared about Jesus in the Gospels within the Bible. • Jesus gathered his disciples to help spread the 'good news'. • Jesus wanted people to show love to everyone especially those most vulnerable and often rejected by society. • Christians should try to go beyond the everyday routines to show love for others.	What does it mean to be Hindu in Britain today? Key concept: Religious Substantive knowledge: • Hindus show their faith within their families through objects, and activities they do throughout a week • As a community, they may visit the temple (mandir), perform rituals inc. prayer, praise through singing hymns/songs etc. • Hindus celebrate Diwali. Holi or Navaratri/Durga Puja
Spring 2	Why do Christians call the day Jesus died 'Good Friday'? Key concept: Religious Substantive knowledge: • Christians believe humans are separated from God because they all sin. • Most Christians say Jesus came to show people how to live a life of love and obedience- saving/rescuing them by helping them to live God's way. • Christians think about Jesus and the idea of 'salvation'- Jesus show them how to live a life that pleases God, a life of love for all- 'saving' them from going the wrong path in life.	How do festivals and worship show what matter to Muslims? Key concept: General Substantive knowledge: • For Muslims, the God revealed in Qur'an Surah 1 is worth worshipping, submitting to and praying to. • Regular prayer is significant to Muslims. It is important to worship God. • The mosque (Masjid) is important within the Muslim communities. • Yearly festivals take place such as Ramadan, Laylat-ul-Qadr 'Night of Power' and Eid-ul-Fitr which demonstrates willing submission to God.

Progression of Knowledge- Lower Key Stage Two

	Year 3	Year 4
Summer 1	What is the 'Trinity' and why is it important for Christians? Key concept: Religious Substantive knowledge: • Water is used as a symbol in Christianity. • A 'Gospel' is a life-story of the life and teaching of Jesus. • Christians believe that Jesus is not just a good man, but God who has come to Earth to rescue humanity. • Christians believe God is three in one; Father, Son and Holy Spirit.	How and why do people mark the significant events of life? Key concept: General Substantive knowledge: • Each faith has ceremonies which mark milestones in life associated with growing up and taking responsibility within a faith community. • Ceremonies are also used to mark the commitment of a loving relationship between two people. • All ceremonies show the importance of love, commitment, community, belonging and belief.
Summer 2	For Christians, what was the impact of Pentecost? Key concept: Religious Substantive knowledge: • Many Christians say Jesus was raised to new life to bring in a new 'kingdom' where God rules in people's. • Bible says that Jesus went to heaven after his resurrection, leaving his disciples behind. • God sent his Holy Spirit to empower the disciples. • Pentecost is the Church's birthday. • Christians might say the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit.	How and why do people try to make the world a better place? Key concept: General Substantive knowledge: • Christians believe God helps them through the Holy Spirit. • Muslims believe people do good and bad deeds, and also need God's mercy. • Religions suggest that people need to help and guidance to live in the right way. • Some religions believe that charity is an important way we make the world a better place. • Religious faith can inspire and guide people in their lives to make the world a better place.

Progression of Knowledge- Upper Key Stage Two

	Year 5	Year 6
Autumn 1	What does it mean for Christians to believe that God is holy and loving? Key concept: Religious Substantive knowledge: • The Bible gives Christians examples where God is both holy and loving. • Christians use songs to show God being holy and loving. • Medieval Christians built cathedrals 'to the glory of God'	Why do Hindus want to be good? Key concept: Religious Substantive knowledge: • Hindus believe in the idea of Karma- the law of cause and effect (how actions bring good or bad karma) • This connects with their beliefs about Samsara- the cycle of life, death and rebirth travelled by the atman through various reincarnations. to achieve moksha • Hindus might try to be good to gain good karma and a better reincarnation, and ultimately release from samsara
Autumn 2	Why do Christians believe Jesus is the Messiah? Key concept: Religious Substantive knowledge: • Incarnation is the Christian belief in Jesus as God 'in the flesh'- Jesus comes to heal the effect of sin and 'the Fall' • The People of God's land was occupied by enemy forces for over 500 years, hopeful that God would send them a saviour- the hoped-for 'Messiah' • Christians believe Jesus- who was Jewish- was the promised Messiah. • Christians celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people.	Why do some people believe in God and some people not? Key concept: General Substantive knowledge: • Some of the main reasons people believe in God are family background and religious experience. • People who don't believe in God point to the existence of terrible suffering as one of the key reasons. • Atheists argue that all religions are all created by humans. • Some people believe that science provides reliable evidence and explanations for the existence of the Universe and life.

Progression of Knowledge- Upper Key Stage Two

	Year 5	Year 6
Spring 1	What does it mean to be Muslim in Britain today? Key concept: Religious Substantive knowledge: • There are different Muslim groups in Britain- the largest group are Sunni. • The Five Pillars are expressions of ibadah (worship & belief in action) • Holy Qur'an is the final revealed word of God. • Muslims follow the authority of the Qur'an but could use other forms of guidance such as Sunnah and Hadith to support them through life. • Muslims put the words of the Qur'an & the words of the Prophet Muhammad into practice.	For Christians, what kind of king is Jesus? Key concept: Religious Substantive knowledge: • For Christians, the kingdom of God is, in essence, where God rules- not an actual place but exists in human hearts and minds, lives and communities. • Jesus' idea of kingship seems to be that to be in his kingdom, a person has to serve others, particularly those who are most vulnerable and in need.
Spring 2	How do Christians decide how to live? 'What would Jesus do?' Key concept: Religious Substantive knowledge: • Jesus' teachings focused around two greatest commandments- to love God and love your neighbour. • Christians try to use Jesus' words as their 'foundations for living'- prayer, justice, healing and turning enemies into friends.	What do Christians believe Jesus did to 'save' people? Key concept: General Substantive knowledge: • Mainstream Christian belief that Jesus' death was a sacrifice- a price he paid to save people from their sins and bring them back to God.

Progression of Knowledge- Upper Key Stage Two

	Year 5	Year 6
Summer 1	Why is the Torah so important to Jewish people? Key concept: Religious Substantive knowledge: • Jews believe in one God and the command to love God with all their heart, soul and might. • The Written Torah or TeNaKh is the Jewish holy book- this name refers to Torah (Law), Nevi'im (the Prophets) and Ketuvim (the Writings) • The Torah contains 613 commandments that Jewish people follow today.	Creation and science: conflicting or complementary? Key concept: General Substantive knowledge: • People (including Christians) disagree about the genre, purpose and meaning of Genesis. Some say it is a literal account (the universe was created in six days), others that it is more of a description of what God and creation are like rather than how creation actually happened. • Literal readings of Genesis lead to conflict with science; poetic do not necessarily.
Summer 2	What matters most to Humanists and Christians? Key concept: Religious Substantive knowledge: • Humanists believe that you can be 'good without God' and have a 'code for living' e.g. be honest, make decisions based on the positive/negative consequences. • Christians try to be 'good with God'- it can be summed up in Jesus' two rules: love God and love your neighbour. • Both Humanists and Christians share similar values but the beliefs behind them are different.	How does faith help people when life gets hard? Key concept: General Substantive knowledge: • Religions help people to live even when times are tough e.g. through prayer. • Most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. • Some people believe that death is the end of life, and that there is no afterlife.

Progression of Skills- Making sense of beliefs

By the end of each key stage pupils can...

Disciplinary Knowledge	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Identify and make sense of religious and non-religious beliefs and concepts; understand what these beliefs mean within their traditions; recognise how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• 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	• 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	• 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

Progression of Skills- Understand the impact

By the end of each key stage pupils can...

Disciplinary Knowledge	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Examine how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• 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	• 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	• 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

Progression of Skills- Making connections

By the end of each key stage pupils can...

Disciplinary Knowledge	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Evaluate, reflect on and connect the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discern possible connections between these and pupils' own lives and ways of understanding the world.	• 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	• 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	• 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

Reading in Religious Education

At Woodhouse West, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in RE through reading with the use of high-quality texts across a wide range of genres.

These are matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of religious topics.
- The ability to think, reflect, debate, discuss and evaluate religious concepts, .
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate sources of information.

Implementation

SMSC in Religious Education

SMSC within the curriculum

SMSC is not a lesson which is taught in isolation, it is interwoven throughout our curriculum. Religious Education naturally provides rich opportunities for learning about different cultures, people and the world around them. There are clear links with global citizenship, sustainable development and similarities and differences across the world. Staff are able to enhance teaching and learning by modelling respectful language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of history to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact SMSC development is integrated into our broad and balanced curriculum, children understand the importance of their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a SMSC perspective to areas of the curriculum can enhance and enrich learning and instil a respectful ethos within our school. By ensuring that children have a rich SMSC understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation