

RE: Knowledge, Skills and Understanding Progression Document

RE Curriculum Aims

At Violet Way Academy, we want our children to make sense of what they have learnt in RE and gain an understanding of different cultures and religions through shared experiences, reasoning and reflection. Our intent is for our children to understand differences and live among our diverse communities as considerate and responsible individuals. The aim of our RE teaching is to deepen children's critical thinking skills through greater subject knowledge and to allow their own spiritual development. Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. Through our RE programme our children:

Learn about religion by

- gaining a secure knowledge and understanding of the beliefs and practices of Christianity
- beginning to explore other faiths and perspectives

Learn from religions by developing the ability to

- express curiosity about fundamental questions of life
- understand and use religious language
- reflect on beliefs, practices, values and traditions in order to understand their influence on the individual, on community life and on culture (including British Values and spiritual, moral, social and cultural aspects of life)
- understand that for some questions there are no right or wrong answers
- make informed responses to religious and moral issues
- identify the relationship between religious beliefs, human responsibility, global issues and the natural world

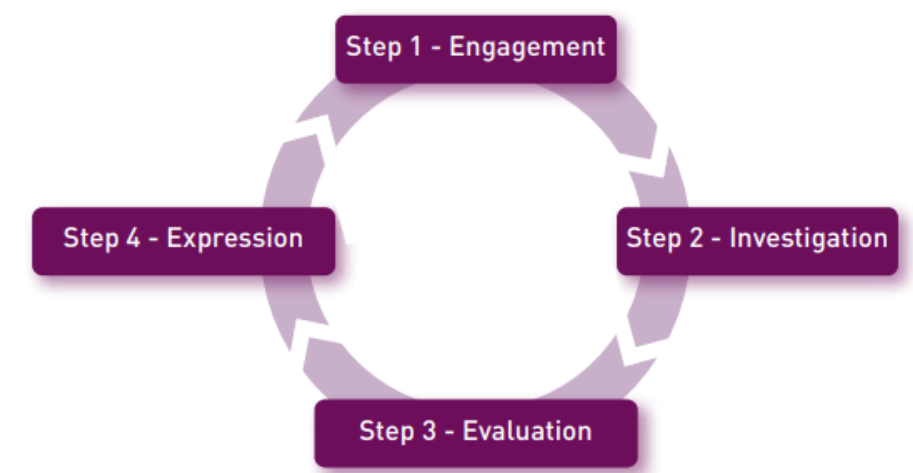
Learning from other views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. Learning about other views, beliefs and cultures supports children in developing positive attitudes towards them. In line with the Staffordshire Agreed Syllabus, through the provision of our RE curriculum, we want our children to acquire:

- An increasing core of insightful knowledge concerning religions and beliefs, by exploring religious beliefs, teachings and practices
- A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values; by engaging with fundamental questions
- A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society, through informed discussion and personal reflection

At Violet Way Academy, we use 'Discovery RE' and our RE curriculum is built around an enquiry-based approach. Each unit begins with a big enquiry question which the children can instantly engage with, regardless of their own beliefs and world views. Each enquiry question is explored with a 4-step process:

1. Engagement (How can I relate to the underpinning concept in my own world?)
2. Investigation (What do I need to learn about the religion in order to answer the big question?)
3. Evaluation (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)
4. Expression (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

Each RE lesson will provide an opportunity to explore, build knowledge and understanding, and encourage children to reflect on the subject of the enquiry. By the end of the unit, each child reflects on what they have learned throughout the enquiry to reach their own conclusion. Children are taught to respect each other's views and opinions.



The Overview for our RE curriculum is below:

OVERVIEW OF THEMES, BIG QUESTIONS AND RELIGIONS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Reception	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Year 1	Theme: Creation Story Concept: God/ Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Celebrations Key Question: What traditions do Christians celebrate in a church? (Christenings/ Weddings) Religion: Christianity	Theme: Celebrations Key Question: Why is Eid important and how is it celebrated? Religion: Islam
Year 2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam

EYFS Reception RE Curriculum

The EYFS framework 2021 makes specific reference to RE in the EYFS goal *Understanding the World: People, Culture and Communities* which states that children should **“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.”**

Through our Discovery RE curriculum, we encourage our youngest learners to begin to ask questions about themselves and others:

- What is important to me?
- Why do people do things differently? (What does my family/community celebrate events and how is your family/community the same or different?)
- What do I believe? What different opinions and views do other people have to me?
- What is right and what is wrong?

It is important to encourage children to ask questions and explore answers which can:

- support children to develop emotionally, spiritually and morally
- support their developing thinking skills, both abstract and imaginative
- help them find out about themselves, their family and community
- help them to develop a sense of place in their family and community, in the world and in the universe
- help them learn about similarities and differences between themselves and others, and among families, communities and traditions

RE can also contribute to our Reception children’s development of Characteristics of Effective Teaching and Learning in particular, with regard to:



- Making links and noticing patterns in their experience (Creating and Thinking Critically – making links)
- Showing curiosity about objects, events and people (Playing and Exploring – investigate and experience)
- Using senses to explore the world around them (Playing and Exploring – investigate and experience)
- Representing their experiences in play (Playing and Exploring – investigate and experience / Creating and Thinking Critically - take part in simple pretend play)
- Acting out experiences with other people (Active Learning – enjoying achievements / Creating and Thinking Critically - use pretend play to think beyond the ‘here and now’ and to understand another perspective)

The processes of exploration and reflection are important for Reception pupils. The EYFS refers to spiritual wellbeing, acknowledging the fact that children have experiences beyond the purely emotional. Their spiritual wellbeing is enhanced by recognising that children develop spiritually by exploring answers to their questions, developing their sense of place in the world and beyond. In finding out about others, young children start reflecting on beliefs, cultures and practices and exploring different faiths through:

* stories and non-fiction texts * visuals – photos, pictures, videos * toys and puppets * handling artefacts * role play * creativity – dance, drama, art, crafts * using IT * interactions and discussion

Discovery RE Scheme of Work for Reception is planned across all seven areas of learning (Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; and Expressive Art and Design). It is a flexible approach to meet the needs and interests of the children and provides teachers with lots of lesson ideas that support children’s development of knowledge, skills and understanding There is a full Scheme of Work for teachers to plan from, covering all seven areas of learning. Below is the overview, showing the enquiry questions, religions, British values and SMSC development for each unit of work, and an example lesson.

Overview of British Values and SMSC - EYFS Reception							
Discovery RE Enquiry	Religion	British Values					SMSC
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	Spiritual, Moral, Social or Cultural development
What makes people special?	Christianity, Judaism		✓	✓	✓	✓	Spiritual – opportunities to reflect on their own beliefs and form perspectives on different faiths, feelings and values
What is Christmas?	Christianity				✓	✓	
How do people celebrate?	Hinduism			✓	✓	✓	
What is Easter?	Christianity	✓	✓		✓	✓	Moral – Considering right and wrong and other viewpoints
What can we learn from stories?	Buddhism, Christianity, Sikhism, Islam, Hinduism			✓	✓	✓	Social – opportunities to cooperate and work together in pairs and small groups Cultural – consider similarities and differences e.g. ‘How do people celebrate?’ and are encouraged to find similarities and differences between their culture and those of others
What makes places special?	Christianity, Islam, Judaism			✓	✓	✓	



Autumn 1 - Foundation 2 - Special People - Lesson 1: Families

Foundation 2
Teaching and Learning Activities
(length 15 mins max)

Interest Me

Introduce Bertie Owl as our special 'wise' friend who will help us learn in RE. Bertie will ask you lots of questions and you can ask him anything you like. Place the photograph cards of activities children might do with their families into a small box or bag so the children cannot see them. Ask one child at a time to come and select a picture from the box/bag. Invite them to act out what is on the card without making a sound. Can the rest of the children guess what the activity is? (Bertie can invite them to do this).

Help Me Learn

Ask the children who they might do all these things with. Can they think of an activity that they love to do with their family that is special?
Put children into pairs or small groups and ask them to tell each other what it is they like doing with their family. The children feed back to the class. Teacher to write all the different ideas on the board.
🦉 **Questions:** Who is special to you at home? What things do you do with your family that are special to you?

Let's Think

Look at all the different ideas on the board, talk about how this makes us unique as we all have different special things that we do with our families. Finish by reading one of the suggested texts or one with the similar theme of a family's love. Is there anything children would like to ask Bertie? 🦉



Autumn 1 - Foundation 2 - Special People - Lesson 3: Role Models

Foundation 2
Teaching and Learning Activities
(length 15 mins max)

Interest Me

Show children pictures of different people from around the world doing different things e.g. cooking, playing, building. Look at the photographs and talk about what is happening in each photograph.
Bertie Owl 🦉 could be a role model because he is wise and he can help us answer questions.

Help Me Learn

Explain to children that people who can teach others how to do things, or show us how we should behave and treat others, and keep on trying when things are tricky, can be called role models. Ask the children to talk to their friends about who could be their role model and why?
🦉 **Questions:** Who could be your role model and why?

Let's Think

As a class, create a role model poster. Draw a picture of someone from within the school who is a role model to the children. Around the outside write labels/sentences about why they are a role model e.g. kind, helpful, hard-working and doesn't give up.

KS1 (Year 1 and Year 2) RE Curriculum

In KS1, RE is a statutory subject that sits alongside the National Curriculum. It is compulsory in all schools in England except for pupils withdrawn at the request of their parents. At Violet Way Academy, we have chosen to use the Discovery RE scheme as the basis for our RE curriculum because it provides teachers with a set of detailed medium-term plans for RE for Reception, Year 1 and Year 2. It adopts an enquiry-based approach to teaching and learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry’s contribution to the British Values agenda. The six big enquiry questions fit well with the Staffordshire Agreed Syllabus. Christianity and Islam are our chosen focussed religions in KS1.

Discovery RE gives a comprehensive structure for RE across the school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, guidance and attainment descriptors, with exemplification.

Specific links between our RE Curriculum and British Values and SMSC:

Please note for “Rule of Law”, ticks have been added because even though we do not teach UK law, we teach children of the laws of religions so that they understand what a law might be. As the whole point of any RE curriculum is to promote tolerance of those of different faiths and beliefs and mutual respect, these values are ticked throughout. Because this is a detailed scheme of work (medium term planning), not individual lesson plans, many of the values will be covered or not by the way the teacher explains the concepts included and the language used. The ticks below represent the most likely connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

Overview of British Values and SMSC – Year 1							
Discovery RE Enquiry	Religion	British Values					SMSC
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	Spiritual, Moral, Social or Cultural development
Does God want Christians to look after the world?	Christianity		✓		✓	✓	Moral Spiritual
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity				✓	✓	Spiritual Cultural
Was it always easy for Jesus to show friendship?	Christianity			✓	✓	✓	Moral Social
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity	✓	✓		✓	✓	Spiritual Cultural
What traditions do Christians celebrate in a church?	Christianity			✓	✓	✓	Spiritual Cultural
Why is Eid important and how is it celebrated?	Islam			✓	✓	✓	Spiritual Cultural

Overview of British Values and SMSC – Year 2							
Discovery RE Enquiry	Religion	British Values					SMSC
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	Spiritual, Moral, Social or Cultural development
Is it possible to be kind to everyone all of the time?	Christianity			✓	✓	✓	Moral Social
Why do Christians believe God gave Jesus to the world?	Christianity				✓	✓	Spiritual Moral
Does praying at regular intervals help a Muslim in his/ her everyday life?	Islam				✓	✓	Spiritual Moral Cultural
How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity		✓		✓	✓	Spiritual Moral Cultural
Does going to a Mosque gives Muslims a sense of belonging?	Islam		✓		✓	✓	Spiritual Social Cultural
Does completing Hajj make a person a better Muslim?	Islam		✓	✓	✓	✓	Spiritual Cultural