



RE Sequence and Progression at St Luke's C.E. Primary School

Intent:

As a church school, it is our intent as set out in the Church of England's RE Statement of Entitlement, to provide 'an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. It should enable every child to flourish and to live life in all its fullness'.

The RE curriculum should 'engage and challenge them through an exploration of core concepts and questions.' Children should be provided with 'meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews.' (February 2019)

Central to our Religious Education is the study of Christianity focussed on the teaching of Jesus and the Church. As an inclusive community, it is also our intent that children will be provided with opportunities to learn about a variety of religions and their teachings, therefore fostering respect for others and their beliefs.

Implementation:

To ensure high standards of teaching and learning in RE, St Luke's CE Primary School follow the RE Syllabus for Church Schools created by the Blackburn Diocesan Board of Education (2022). This curriculum provides the children with diverse opportunities to learn about and experience the Christian faith, whilst also learning about other key faiths and religions around the world. As a Church of England school and as set out in the curriculum guidance, 80% of teaching within this RE curriculum is focussed on Christianity, the other 20% on other world faiths. RE holds a high profile within our school along with Collective Worship. Children understand the importance of the Christian faith and traditions and are exposed to these from when they begin school in Reception. Pupils in St Luke's CE Primary School should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection throughout the teaching of our RE Curriculum.

Within our curriculum the children will:



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- know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- engage with challenging questions of meaning and purpose raised by human existence and experience.
- explore their own religious, spiritual and philosophical ways living, believing and thinking. (C of E RE Statement of entitlement Feb 2019)

Impact:

Children at St Luke's will aim to achieve age related expectations in RE at the end of the year.

They will meet the requirements as set out in the assessment guidance provided by Blackburn Diocese (2022)

Children within Key Stage 1 and Key Stage 2 will be assessed using the 8 Step Ladder of Expectation provided by the Diocese.

CULTURAL CAPITAL

Our RE curriculum allows children the time and space to discover Christianity and faith for themselves. The children are also provided with opportunities to learn about other world faiths and will be encouraged to develop respect for other opinions and values that may be different to their own. Children are encouraged to ask questions and relate their learning to their own personal experiences. As the children move into Key Stage 2 they are provided with the opportunity to ask deeper questions about their faith and beliefs whilst also making links between faiths. Our RE lessons include a range of activities to capture the children's imagination and attention. These include the use of art, music, videos, imagery and religious artefacts.



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RE Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Harvest Judaism (Sukkot)	Christmas	Stories Jesus heard Stories Jesus told	Easter	Special People	Special Times
<u>Year 1</u>	Harvest Judaism (Sukkot) God and Creation Hinduism Islam	Christmas	Jesus was special	Easter New Life	Why is Baptism special Judaism (Birth Rites) Hinduism Islam	My world Jesus world
<u>Year 2</u>	The Bible Sikhism Islam	Christmas Good News	Jesus Friend to everyone	2Easter Signs and Symbols	Why is the church a special place? Judaism Hinduism Islam	Ascension and Pentecost
<u>Year 3</u>	Harvest Judaism (Sukkot)	Christmas God with us	Jesus the man who changed lives	Easter Exploring sadness	Rules Judaism Hinduism Islam	Called by God
<u>Year 4</u>	God, David, Psalms	Christmas exploring symbol of light	Jesus Son of God Judaism (Shabbat)	Exploring Easter's Betrayal What do other faiths	Are all churches the same? Islam	What is prayer?



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		<i>Judaism (Hannukah)</i>		<i>say about betrayal?</i>	<i>Buddhism</i>	
<u>Year 5</u>	How and why do Christians read the bible? <i>Judaism</i> <i>Buddhism</i> <i>Sikhism</i>	Christmas - Gospels	Jesus the teacher	Why do Christians believe Easter is about victory?	Exploring the lives of significant women in the Old Testament <i>Judaism (Festival of Purim)</i>	<i>Daniel</i> <i>Judaism</i>
<u>Year 6</u>	Life as a journey Why do people of faith make pilgrimages? <i>Hinduism</i> <i>Islam</i> <i>Sikhism</i>	Preparing for Christmas	Preparing for Eucharist Exodus	Easter who was Jesus	Ascension Ideas about God Beliefs about God in common across faiths	People of faith All Faiths

Progression of Skills

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
-To listen to religious stories. - To retell religious stories in simple ways.	-To use religious words. -To name religious objects. -To retell religious stories in own words.	-To identify features of different religions. -To retell religious stories and talk about their meanings.	-To use religious vocabulary to describe the key features of different religions. -To recognise	-To use religious vocabulary to show an understanding of practices, beliefs. -To make links between religions.	-To use religious vocabulary to show an understanding of practices, beliefs, ideas, feelings and experiences. -To make links	-To use an increasingly wide religious vocabulary to describe the impact religion has on people's lives.



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<p>- To discover some religious festivals.</p>	<p>-To talk about my own experiences and feelings.</p>	<p>-To respond sensitively to other people's feelings. - I can talk about things that are important in my life.</p>	<p>the similarities and differences between religions. -To identify the different influences in my life. -To respond sensitively to my own experiences and ask questions about them. -To ask questions about religion and belief.</p>	<p>-To describe what inspires and influences their lives. -To begin to identify the impact religion can have on people's lives.</p>	<p>and describe similarities and differences between religions. -To raise questions about religion and suggest answers for them. -To describe the impact of religion on people's lives.</p>	<p>-To understand that similarities and differences between religions are what make them distinctive. -To relate my questions to my own experiences. -Explain how religious sources are used to provide answers to ultimate questions. -To express my own views and respect the views of others.</p>
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