



# CURRICULUM PROGRESSION STRAND MAP

## Subject: Religious Education

**The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address. The rationale behind these aims is**

- To develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
- Know about and understand a range of religions and worldviews. (A)
- Express ideas and insights about the nature, significance and impact of religions and worldviews.(B)
- Gain and deploy the skills needed to engage seriously with religions and worldviews.(C)

**To enable these outcomes the curriculum at Riverview Infant School has been written to include a wide range of religions, that reflect the multicultural nature of our community. Pupils are encouraged to question, explore and compare a wide range of communities and religions through looking at faith stories, customs and celebrations.**

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

### Character Development

**Our Religious Education curriculum will enable children to develop the following character traits throughout their three years at Riverview:**

- Moral: Become honest, respectful and caring citizens.
- Social: Develop social skills, including: communication, collaboration, discussion and listening
- Cultural: Recognise the importance of an individual's culture and how becoming aware of many cultures will help them in the future.
- Knowledge: Become independent, resilient and resourceful in their understanding of different cultures, inside and outside of their day to day experience.
- Skills: Encourage and develop observational and communication skills.

### Enrichment

**The Religious Education curriculum is enriched throughout the year through**

- Assemblies on key religious/cultural events such as Chinese New Year, Diwali
- Talks given by different group representatives – The Family Trust, members of Islamic community
- Lessons which contain creative activities, music and drama
- Displays on various RE topics shared at least three times per year

### Curriculum Implementation:

The curriculum is largely delivered through weekly RE lessons. These are typically an hour long and usually contain a teaching element of about 20 mins and then an activity element which is usually about 30 minutes. Creative elements are included as well as elements of drama and music. Lessons sometimes occur outside or in other group teaching space



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Skills and Knowledge Progression			
Area of Study: Knowing about and understanding religions and worldviews			
Foundation Stage	Year 1	Year 2	
<p><u><i>ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></u></p> <p>Currently the FS plan RE with religious festivals and cultural celebrations as they fit in with the topics they are teaching and the calendar of such events throughout the year. They plan to meet this main ELG as well as to support the achievement of many other ELG's</p>	Recall, name and talk about materials in RE	Retell stories, suggesting meanings for sources of wisdom, festivals, worship	
	Area of Study: Expressing and communicating ideas related to religions and worldviews		
	Year 1	Year 2	
	Ask questions and give opinions about religions, beliefs and ideas	Observe, notice and recognise materials in RE	
	Area of Study: Gaining and deploying the skills for studying religions and worldviews		
	Year 1	Year 2	
	Collect, use and respond to ideas in RE	Collect, use and respond to ideas in RE	



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RE Termly Overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS		Christmas and Diwali	Chinese New Year	Easter		
Year One	Stories from Judaism (Judaism)	Festivals of Light (Judaism and Christianity)	Parables (Christianity)	Easter (Christianity)	Life as a Hindu (Hinduism)	Books, Buildings and Symbols (Faith Comparison)
Year Two	Life as a Muslim (Islam)	Festivals of Light (Judaism and Christianity)	Miracles (Christianity)	Life as a Jew (Judaism)	Life as a Sikh (Sikhism)	Krishna's birth and the Janmashtami Festival (Hinduism)  Special Babies – Krishna, Jesus, and/or Moses (Hinduism, Christianity and/or Judaism Faith Comparison)