

Progression in RE

Current assessment of curricular coverage (March 2022)

EYFS

Theology (T)

Philosophy (P)

Social Science (SS)

<u>Area</u>	<u>Breakdown</u>	<u>Covered through</u>	<u>Areas for development</u>
Communication and Language	<ul style="list-style-type: none"> -children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; -use talk to organise, sequence and clarify thinking, ideas, feelings and events; - answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; - talk about how they and others show feelings; - develop their own narratives in relation to stories they hear from different traditions. 	<p>Biblical stories and stories from other faiths; (T) Unpicking stories so aid children's understanding; (P) Christianity, Countries around the world, Divali, St Pirran, St George, Christingle, celebrations - what celebrations are important to the children. Opportunities given to act out and role-play stories. (T/SS/P) Lessons with puppets Tilly and Tom Understanding Christianity Curriculum F1 Creation F2 God F2 Incarnation F3 Salvation</p>	<p>Open the Book assemblies – Could YR children attend these special assemblies (when hall has been extended).</p> <p>RE Co-ordinator to provide access to books like 'Children of Britain- Just like me' and books exploring different faiths.</p>
PSHE	<ul style="list-style-type: none"> -children understand that they can expect others to treat their needs, views, cultures and belief with respect; - work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously -talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; - think and talk about issues of right and wrong and why these questions matter; - respond to significant experiences showing a range of feelings when appropriate; - have a developing awareness of their own needs, views and feelings and are sensitive to those of others; - have a developing respect for their own cultures and beliefs, and those of other people; - show sensitivity to others' needs and feelings, and form positive relationships. 	<p>-ongoing and taught through British Values; (SS/P)</p> <p>-through rules and structures of the day, high expectations of behaviour; (SS)</p> <p>-Stories with a moral leading to discussion of a character's emotions and choices (SS/P)</p> <p>- what might the children have done differently? Strong links with PSHE and British Values. (SS/P) Understanding Christianity Curriculum F1 Creation F2 God F2 Incarnation F3 Salvation</p>	

<p>Understanding the World</p>	<p>-children talk about similarities and differences between themselves and others, among families, communities and traditions;</p> <p>-begin to know about their own cultures and beliefs and those of other people;</p> <p>-explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>	<p>Parents upload things onto Tapestry with photos so children can discuss their similarities and differences in families. Visits from local faith representatives, children given the opportunity to make lanterns and attend the local festival of lights, EYFS to introduce curiosity cube RE based resources. (T/SS/P)</p> <p>Understanding Christianity Curriculum F1 Creation</p>	
<p>Expressive Arts and Design</p>	<p>-children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;</p> <p>- respond in a variety of ways to what they see, hear, smell, touch and taste.</p>	<p>Hindu based dancing (LP) and food, Holi with the powder paint), Rangoli patterns, stained glass windows, burning incense(outside). (T/SS)</p> <p>Understanding Christianity Curriculum F1 Creation F2 God F2 Incarnation F3 Salvation</p>	
<p>Literacy</p>	<p>-children are given access to a wide range of books, poems and other written materials to ignite their interest.</p>	<p>Each child is given a bible by the local church. Other faiths books and children of Britain just like me. Ordering and sequencing stories – creation story, (T/SS)</p> <p>Understanding Christianity Curriculum F1 Creation F2 God F2 Incarnation F3 Salvation</p>	
<p>Maths</p>	<p>-children recognise, create and describe some patterns, sorting and ordering objects simply.</p>	<p>Links with Rangoli patterns, stained glass windows, Ordering and sequencing stories – creation story (time), (T/SS)</p>	

Year One

Theology (T)

Philosophy (P)

Social Science (SS)

<p>Attainment target 1: Learning about religions. (Knowledge and understanding of:) AF1: Thinking about religion and belief</p>	<ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs 	<p>Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:) AF2: Pupils: Enquiring, investigating and interpreting</p>	<ul style="list-style-type: none"> identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression
<p>Area</p>	<p>Breakdown</p>	<p>Covered through</p>	<p>Areas for development</p>
<p>Beliefs and Teachings (what people believe) (T)</p>	<p>recount outlines of some religious stories</p>	<p>Understanding Christianity Curriculum U1 God – what do Christians believe God is like? U2 – Incarnation Why is Christmas important to Christians? Cornwall Kernewek Local Saints – St Piran/ St Mewan/ St Austell Cornish Folklore – Knockers and Spriggans <i>taught by Auntie Pat (ex teacher who comes in character to tell Cornish stories)</i> Hinduism Who and how do Hindu’s worship? (stories) -overview of Hinduism -3 main gods and goddesses - Rama and Sita/ Ganesh (stories) - symbols – lotus flower and conch</p>	
<p>Practices and lifestyles (what people do) (SS)</p>	<p>recognise features of religious life and practice</p>	<p>Hinduism – seen through the eyes of 2 children who talk about what their faith means to them and show them how and where Hindus worship (public and privately in their home shrines) Understanding Christianity Curriculum U1 God – what do Christians believe God is like? U2 – Incarnation Why is Christmas important to Christians?</p>	<p>Possibly when learning about home shrines and how Hindus take care of their gods and goddesses – how would the children take care of a god?</p>

<p>Expression and Language (how people express themselves) (P/SS)</p>	<p>recognise some religious symbols and words</p>	<p>Hinduism Children imagine they are gods/ goddesses – what special powers might they have symbols – lotus flower and conch – children design their own symbol. What does it mean to them? Cornwall Kernewek Celtic crosses and standing stones Missionaries to Cornwall – St Mewan/St Austell and St Piran Understanding Christianity Curriculum U1 God – what do Christians believe God is like? U2 – Incarnation Why is Christmas important to Christians?</p>	
<p>Identity and experience (making sense of who we are) (P/SS)</p>	<p>identify aspects of own experience and feelings, in religious material studied</p>	<p>All learning is linked back to children’s own understanding and beliefs. Hinduism Children imagine they are gods/ goddesses – what special powers might they have symbols – lotus flower and conch – children design their own symbol. What does it mean to them? Cornwall Kernewek Celtic crosses and standing stones Children design their own Celtic crosses and standing stones. Christianity – Why do I celebrate Christmas? What do I believe? Emphasis placed on British Values and the right we have in Britain to believe whatever we want and that this is not true of all countries.</p>	<p>Cornwall Kernewek -add to the Celtic cross and Standing stone designing some reasoning about what their structures might mean or represent to them. Link also to things we use today to represent something special or important (i.e. grave stones, signs, statues etc.)</p>

<p>Meaning and Purpose (making sense of life) (P/T/SS)</p>	<p>identify things they find interesting or puzzling, in religious materials studied</p>	<p>Hinduism – seen through the eyes of 2 children who talk about what their faith means to them. Discussion about the good and bad traits in gods and goddesses. They learn that they are married to each other and appear in different forms (i.e. as Rama and Sita). Hindus have to feed and take care of their gods (food and drink offerings/ washing and anointing their icons rather than their gods taking care of them). Links made to Christianity Cornwall Kernewek Cornish Folklore – Knockers and Spriggans Christianity – the real reason behind the season and symbols we have now such as Christmas trees and Santa – links to St Nicholas and Star Man (Polish Santa) and Spanish Christmas (Jan 6th – Epiphany – when the wise men brought the gifts). Why people of other faiths or non-believers might also celebrate Christmas.</p>	
<p>Values and commitments (making sense of right and wrong). (P/SS)</p>	<p>identify what is of value and concern to themselves, in religious material studied</p>	<p>Hinduism Children imagine they are gods/ goddesses – what special powers might they have Children learn about Hindu gods and goddesses who have both positive and negative traits (linked to Christian God where focus is only on God’s goodness and perfection). Understanding Christianity Curriculum U1 God – what do Christians believe God is like? U2 – Incarnation Why is Christmas important to Christians?</p>	

Year Two

Theology (T)

Philosophy (P)

Social Science (SS)

<p>Attainment target 1: Learning about religions. (Knowledge and understanding of:) AF1: Thinking about religion and belief</p>	<ul style="list-style-type: none"> • retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways • identify similarities and differences in features of religions and beliefs 	<p>Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:) AF2: Pupils: Enquiring, investigating and interpreting</p>	<ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others’ feelings and experiences • identify possible meanings for symbols and other forms of religious expression
<p>Area</p>	<p>Breakdown</p>	<p>Covered through</p>	<p>Areas for development</p>
<p>Beliefs and Teachings (what people believe) (T)</p>	<p>retell religious stories and identify some religious beliefs and teachings</p>	<p>World Faiths -Recalling previous learning of Hinduism, Festivals (Janmashtami and Dahi-handi) and Holi , Krishna(T) Hindu families Understanding Christianity Curriculum Salvation –importance and meaning of Easter Gospel – What is the good news that Jesus brings? Cornwall Kernewek How are Christians active in St Austell? (Feast Days/ Community Projects like the foodbank and Open the Book).</p>	
<p>Practices and lifestyles (what people do) (SS)</p>	<p>identify some religious practices, and know that some are characteristic of more than one religion</p>	<p>World Faiths -Recalling previous learning of Hinduism, Festivals (Janmashtami and Dahi-handi) and Holi , Krishna(T) Hindu families Understanding Christianity Curriculum Salvation –importance and meaning of Easter Gospel – What is the good news that Jesus brings? Cornwall Kernewek How are Christians active in St Austell? (Feast Days/ Community Projects like the foodbank and Open the Book).</p>	

<p>Expression and Language (how people express themselves) (P/SS)</p>	<p>suggest meanings in religious symbols, language and stories</p>	<p>Understanding Christianity Curriculum Salvation –importance and meaning of Easter Gospel – What is the good news that Jesus brings? Cornwall Kernewek How are Christians active in St Austell? (Feast Days/ Community Projects like the foodbank and Open the Book).</p>	
<p>Identity and experience (making sense of who we are) (P/SS)</p>	<p>respond sensitively to the experiences and feelings of others, including those with a faith</p>	<p>Understanding Christianity Curriculum Salvation –importance and meaning of Easter Gospel – What is the good news that Jesus brings? Cornwall Kernewek How are Christians active in St Austell? (Feast Days/ Community Projects like the foodbank and Open the Book).</p>	
<p>Meaning and Purpose (making sense of life) (P/T/SS)</p>	<p>realise that some questions that cause people to wonder are difficult to answer</p>	<p>Understanding Christianity Curriculum Salvation –importance and meaning of Easter Gospel – What is the good news that Jesus brings? Cornwall Kernewek How are Christians active in St Austell? (Feast Days/ Community Projects like the foodbank and Open the Book).</p>	
<p>Values and commitments (making sense of right and wrong). (P/SS)</p>	<p>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>Understanding Christianity Curriculum Salvation –importance and meaning of Easter Gospel – What is the good news that Jesus brings? Cornwall Kernewek How are Christians active in St Austell? (Feast Days/ Community Projects like the foodbank and Open the Book).</p>	

Year Three

Theology (T)

Philosophy (P)

Social Science (SS)

<p>Attainment target 1: Learning about religions. (Knowledge and understanding of:) AF1: Thinking about religion and belief</p>	<p>make links between beliefs, stories and practices</p> <ul style="list-style-type: none"> • identify the impacts of beliefs and practices on people’s lives • identify similarities and differences between religions 	<p>Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:) AF2: Pupils: Enquiring, investigating and interpreting</p>	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression
<p>Area</p>	<p>Breakdown</p>	<p>Covered through</p>	<p>Areas for development</p>
<p>Beliefs and Teachings (what people believe) (T)</p>	<p>describe some religious beliefs and teachings of religions studied, and their importance</p>	<p>World Faiths -Judaism (Linked to Christianity) Torah (Pentateuch – first five books of the Christian Bible) Cartoon strip sequencing story of Abraham/ diary of the covenant with God/ Main beliefs of Jews/ 10 commandments/ Festivals (T/SS) Cornwall Kernewek How Christianity came to Cornwall. Understanding Christianity Curriculum People of God Kingdom of God Incarnation</p>	
<p>Practices and lifestyles (what people do) (SS)</p>	<p>describe how some features of religions studied are used or exemplified in festivals and practices</p>	<p>World Faiths -Judaism Diary of the covenant with God/ Main beliefs of Jews (SS) Cornwall Kernewek How Christianity came to Cornwall. Understanding Christianity Curriculum People of God Kingdom of God Incarnation</p>	

<p>Expression and Language (how people express themselves) (P/SS)</p>	<p>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>World Faiths -Judaism (Linked to Christianity) Cartoon strip sequencing story of Abraham/ diary of the covenant with God/ Main beliefs of Jews/ 10 commandments/ Festivals (T/SS) Cornwall Kernewek How Christianity came to Cornwall. Understanding Christianity Curriculum People of God Kingdom of God Incarnation</p>	
<p>Identity and experience (making sense of who we are) (P/SS)</p>	<p>compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p>World Faiths -Judaism – Create your own 10 curriculums (P/SS) Explaining symbols (P/SS) -understanding the story of Noah/ Moral links between the world in Noah’s time and today. (P/SS) Cornwall Kernewek How Christianity came to Cornwall. Understanding Christianity Curriculum People of God Kingdom of God Incarnation</p>	
<p>Meaning and Purpose (making sense of life) (P/T/SS)</p>	<p>compare their own and other people's ideas about questions that are difficult to answer</p>	<p>Cornwall Kernewek How Christianity came to Cornwall. Identifying Pilgrimages, St Piran story Understanding Christianity Curriculum People of God-Noah (T) Kingdom of God Incarnation</p>	
<p>Values and commitments (making sense of right and wrong). (P/SS)</p>	<p>make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>Understanding Christianity Curriculum People of God Kingdom of God Incarnation</p>	

Year Four

Theology (T)

Philosophy (P)

Social Science (SS)

<p>Attainment target 1: Learning about religions. (Knowledge and understanding of:) AF1: Thinking about religion and belief</p>	<ul style="list-style-type: none">• comment on connections between questions, beliefs, values and practices• describe the impact of beliefs and practices on individuals, groups and communities• describe similarities and differences within and between religions and beliefs	<p>Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:) AF2: Pupils: Enquiring, investigating and interpreting</p>	<ul style="list-style-type: none">• gather, select, and organise ideas about religion and belief• suggest answers to some questions raised by the study of religions and beliefs• suggest meanings for a range of forms of religious expression, using appropriate vocabulary
<u>Area</u>	<u>Breakdown</u>	<u>Covered through</u>	<u>Areas for development</u>
<p>Beliefs and Teachings (what people believe) (T)</p>	<p>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p>	<p>Understanding Christianity Curriculum Sequencing the Creation Story (T) Story of Adam and Eve (T/SS) Understanding the meaning behind the commandments, thinking about the world. (T/P/SS) Easter Diary (T/SS) World Faiths -Islam Origins/ Pillars / Calligraphy/ Places of Worship/ Festivals/ Holy Texts/ Symbols (T) Different names for Allah (T/SS) Cornwall Kernewek Cornish Rebellion</p>	
<p>Practices and lifestyles (what people do) (SS)</p>	<p>show understanding of the ways of belonging to religions and what these involve</p>	<p>World Faiths -Islam Understanding Christianity Curriculum Discussion of Gospel Stories (T/P) Knowledge of Easter Celebrations (T/SS) Cornwall Kernewek Cornish Rebellion Understanding Christianity Curriculum Gospel and Salvation</p>	

<p>Expression and Language (how people express themselves) (P/SS)</p>	<p>show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>World Faiths -Islam Cornwall Kernewek Cornish Rebellion Christianity Curriculum Gospel and Salvation</p>	
<p>Identity and experience (making sense of who we are) (P/SS)</p>	<p>ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p>	<p>World Faiths -Islam Cornwall Kernewek Cornish Rebellion Christianity Curriculum Gospel and Salvation</p>	
<p>Meaning and Purpose (making sense of life) (P/T/SS)</p>	<p>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p>	<p>World Faiths -Islam -Designing a Hamsa Cornwall Kernewek Cornish Rebellion Christianity Curriculum Gospel and Salvation</p>	
<p>Values and commitments (making sense of right and wrong). (P/SS)</p>	<p>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>World Faiths -Islam Cornwall Kernewek Cornish Rebellion Christianity Curriculum Gospel and Salvation</p>	

Year Five

Theology (T)

Philosophy (P)

Social Science (SS)

<p>Attainment target 1: Learning about religions. (Knowledge and understanding of:) AF1: Thinking about religion and belief</p>	<ul style="list-style-type: none"> • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed. 	<p>Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:) AF2: Pupils: Enquiring, investigating and interpreting</p>	<ul style="list-style-type: none"> • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts.
<p>Area</p>	<p>Breakdown</p>	<p>Covered through</p>	<p>Areas for development</p>
<p>Beliefs and Teachings (what people believe) (T)</p>	<p>explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>World Faiths -Sikhism Christianity. Comparisons made between Christianity and Sikhism. (P/SS) Understanding Christianity Curriculum Unit 1 God (T) Unit 5 – Gospel (T/P/SS) Unit 3 – People of God (T/SS/P) Visits from people of faith in Assembly. Cornwall Kernewek Methodism</p>	
<p>Practices and lifestyles (what people do) (SS)</p>	<p>explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p>	<p>Understanding Christianity Curriculum Unit 1 God (T) Unit 5 – Gospel (T/P/SS) World Faiths -Sikhism Cornwall Kernewek Methodism</p>	
<p>Expression and Language (how people express themselves) (P/SS)</p>	<p>explain how some forms of religious expression are used differently by individuals and communities</p>	<p>Understanding Christianity Curriculum Unit 1 God (T) World Faiths -Sikhism Cornwall Kernewek Methodism</p>	

<p>Identity and experience (making sense of who we are) (P/SS)</p>	<p>make informed responses to questions of identity and experience in the light of their learning</p>	<p>Understanding Christianity Curriculum Unit 3 – People of God (T/SS/P) World Faiths -Sikhism Cornwall Kernewek Methodism</p>	
<p>Meaning and Purpose (making sense of life) (P/T/SS)</p>	<p>make informed responses to questions of meaning and purpose in the light of their learning</p>	<p>Understanding Christianity Curriculum Unit 1 God (T) Unit 4 Incarnation World Faiths -Sikhism Cornwall Kernewek Methodism (Cornish Revival)</p>	
<p>Values and commitments (making sense of right and wrong). (P/SS)</p>	<p>make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Understanding Christianity Curriculum Unit 3 – People of God (T/SS/P) World Faiths -Sikhism Links to PSHE Cornwall Kernewek Methodism (Cornish Revival)</p>	

Year Six

Theology (T)

Philosophy (P)

Social Science (SS)

<p>Attainment target 1: Learning about religions. (Knowledge and understanding of:) AF1: Thinking about religion and belief</p>	<ul style="list-style-type: none"> • use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. 	<p>Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:) AF2: Pupils: Enquiring, investigating and interpreting</p>	<ul style="list-style-type: none"> • identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • interpret the significance and impact of different forms of religious and spiritual expression
<p>Area</p>	<p>Breakdown</p>	<p>Covered through</p>	<p>Areas for development</p>
<p>Beliefs and Teachings (what people believe) (T)</p>	<p>make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p>	<p>Comparisons made between Christianity, Hinduism and other faiths. Also covered through Justice and Freedom. (P/SS) Study of the Lord’s Prayer unpacking the understanding of the theology (T).</p>	<p>Children were really engaged in the Freedom and Justice – Re Co to look into more of this type of learning for Y6 (against the SACRE).</p>
<p>Practices and lifestyles (what people do) (SS)</p>	<p>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>	<p>Comparisons made between Christianity, Hinduism and other faiths. Justice and Freedom (P/SS) World Faiths -Hinduism and Christianity Rewriting the Lord’s Prayer with illustrations to share with a Y1 class (T/SS). Study of the Lord’s Prayer unpacking the understanding of the theology. Justice and Freedom (P/SS) Creation Story (T) linked to PSHE – creating the ideal school through the 7 days (SS)</p>	
<p>Expression and Language (how people express themselves) (P/SS)</p>	<p>compare the different ways in which people of faith communities express their faith.</p>	<p>Study of the Lord’s Prayer unpacking the understanding of the theology.(T) Creation Story (see display outside Y6) (Original artist visit planned)</p>	

Identity and experience (making sense of who we are) (P/SS)	discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	Justice and Freedom (P/SS) Creation Story (T) linked to PSHE – creating the ideal school through the 7 days (SS)	
Meaning and Purpose (making sense of life) (P/T/SS)	express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	World Faiths -Hinduism Understanding Christianity Curriculum covers T/P/SS (Unit 1) Rewriting the Lord’s pray/ links to PSHE and Citizenship 1 Justice and Freedom (P/SS)	
Values and commitments (making sense of right and wrong). (P/SS)	make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply	Creation Story (T) linked to PSHE – creating the ideal school through the 7 days (SS) Justice and Freedom	