Lord Deramore's Primary School RE Curriculum Progression plan

Intent: At Lord Deramore's, we are proud of the diversity we have as a school community. We feel that RE supports our school's desire to celebrate that diversity and help our pupils and the wider community respect the beliefs and customs of others. We believe it is important to understand that people have different beliefs and that those beliefs impact on their behaviour. RE teaching at Lord Deramore's supports this understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Implementation: RE is taught discretely in most cases with opportunities to link to other areas of the curriculum. It may be taught weekly or a block e.g. an RE week. We follow the York Agreed Syllabus. The scheme is discussion based, with each unit planned around a key question. RE is planned and delivered in individual year groups to allow for progression and maturity as key questions and beliefs are explored. Each class has an A2 floor book to record discussions and to display and keep photographs and work.

Impact: RE knowledge and skills are assessed by teaching staff throughout a term and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children, recorded work. Assessments in RE will always include the children's knowledge of a belief and their understanding of how that belief impacts on people's behaviour. Suggested assessment activities are outlined in each unit of work. RE subject lead and SLT assess impact and teaching through book travis, pupil voice, learning walks and lesson observations

	Phase 1		Phase 2		Phase 3		
RE	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge &	Communication and Language Listening, Attention and Understanding		Know about and Understand		Know about and Understand		
Knowledge & skills	 <u>ELG</u>: Listen attentively and respond with questions, comments and actions to a wide range of stories from different religious and worldviews. Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter, using new vocabulary. <u>Speaking ELG</u>: Participate in discussions offering their own ideas about religious and belief using recently introduced religious vocabulary. Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems. <u>Personal, Social and Emotional Development: Self-regulation ELG</u>: Understand their own feelings and those of others, stimulated by religious materials and ideas. <u>Give focused attention to religious materials such as worship, story, festival, song, community living.</u> <u>Managing Self ELG</u>: Confidently talk about simple values, right and wrong, and good or bad behaviour. <u>Building Relationships ELG</u>: Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories. <u>Understanding the World: People, Culture and Communities ELG</u>: Talk about the lives of people around them, understanding characters and events from stories. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. <u>The Natural World ELG</u>: Explore the natural world around them, making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning. <u>A. Respond to questions in response to stories from and information about different religious and world views</u> A. Learn about and begin to describe different ways of life and ways of expressing meaning <u>Express and Communicate</u> Talk about their own identi		Know about and Understand A1. Describe and explain beliefs and practices, and begin to analyse the meaning behind them. Understand that diversity exists within and between communities A2. Investigate and respond to questions posed by the stories they hear and beliefs they learn about Begin to pose their own questions in response to stories and sacred tests A3. Describe different ways of life and ways of expressing meaning and begin to explore their significance Express and Communicate B1. Begin to develop ideas about how beliefs, practices and forms of expression influence individuals and communities B2. Begin to develop ideas about how beliefs, practices and forms of expression influence individuals and communities B2. Begin to develop ideas about how beliefs, practices and forms of expression influence individuals and communities B2. Begin to express their personal responses to questions and teachings about identity and belonging B3. Identify and respect differences between different religious beliefs and non-religious worldviews Gain and deploy skills C1. Find out about and investigate questions of belonging, meaning and truth, responding creatively C2. Find out about and respect fully for the wellbeing of all C3. Articulate values clearly in order to explain reasons why they may be important in their own and other people's lives. Mine values Know and Believe: A1 Describe stories, beliefs		A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value B3. Appreciate and appraise varied dimensions of religion Gain and deploy skills C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.		
Expectations	important <u>Know and Believe:</u>	Know and Believe:			Know and Believe:	Know and Believe:	Know and Believe:
	A1 Know about some of the beliefs of a person from a religious community and what practices are important to them A2 Listen to and talk about stories from a range of religions. Recall a story from a religion. A3 Name and identify features of some religious artefacts e.g. holy books <u>Express and Communicate:</u> B1 Become aware of their feelings in response to stories	A1 Talk about some simple beliefs and practices, including festivals, worship, rituals and ways of life A2 Retell some religious and moral stories and songs, exploring and discussing what they may mean A3 Recognise, name and describe some different symbols and images, actions, explore how they are used and why they are important <u>Express and Communicate:</u> B1 Respond to stories and songs from different communities and begin to	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; A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	A1 Describe stories, beliefs and actions from different features of the religious and non-religious worldviews and begin to explore their meaning and importance A2 Explore links between stories and worship and the beliefs of religious communities A3 Explore and compare the beliefs, symbols and actions of	A1 Describe and make connections between stories and actions of the religious and non-religious worldviews they study, A2 Identify, describe and understand links between stories, rituals and beliefs of the communities they are investigating A3 Identify similarities and differences between beliefs, symbols and actions so that	A1 Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life A2 Describe and understand links between stories and beliefs and teachings of the communities they are investigating, responding thoughtfully to a range of sources of	A1 Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and

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