

## **GORSE HILL SCHOOL RE PROGRESSION MAP (Trafford Agreed RE Syllabus)**

Government guidance states that the RE curriculum must be a balanced and broadly based on one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society and prepares pupils for the opportunities, responsibilities and experiences of later life.' Section 2 79(1) School Standard and Framework Act.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Breadth and depth can be achieved in RE at Gorse Hill if the following are taken into account:**

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the Key Stages as a whole.
- Not all religions need to be studied at the same depth or in each Key Stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives and subject matter should facilitate integration and promotion of shared values.

- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and where appropriate, other religious traditions and worldviews, across the Key Stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

**RE coverage at Gorse Hill should aim to:**

Provoke challenging questions, encourage pupils to explore their own beliefs, enable pupils to build their sense of identity and belonging, teach pupils to develop respect for others and prompt pupils to consider their responsibilities.

**RE in EYFS at Gorse Hill is linked to the Early Learning Goals;**

**Personal, Social and emotional Development (Self-Confidence and Self-Awareness)**

Children are confident to try new activities and say why they like some more than others. They are confident to speak in a familiar group, sharing their ideas about religious festivals e.g. Christmas, Easter, Holi and Diwali etc.

**Personal, Social and Emotional Development (Managing Feelings and Behaviour)**

Children talk about their own and others' feelings and behaviour. They understand and follow rules, including Golden Rules of different religious faith communities.

**Personal, Social and Emotional Development (Making Relationships)**

Children play with others from various faith groups co-operatively and share ideas. They show sensitivity to others' needs and feelings and form positive relationships with adults and children from diverse backgrounds.

### **Understanding the World (People and Communities) and (The World)**

Children talk about events in their own lives and the lives of family members. They know other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. Children know about similarities and differences in relation to places and objects. They may visit places of worship, enjoy stories from other cultures and invite visitors to Gorse Hill in order to share and learn about their beliefs and traditions. The children may investigate religious artefacts from different religions.

Reception children are to explore: **Which people, places, stories and times are special? Where do we belong? What's special about our world?**

### **BREADTH OF STUDY:**

#### **RE in KS1 at Gorse Hill;**

Children are required to study Christianity and at least one other religion. The other religions in KS1 are Islam and Sikhism.

#### **RE in KS2 at Gorse Hill;**

Children are required to study the beliefs, festivals and celebrations of Christianity and at least two other religions in depth. These are Islam and Hinduism. Judaism, Sikhism and Buddhism are also studied in order to gain a brief outline and insight. Humanism is also explored.

## **THRESHOLD CONCEPTS:**

### **Understand beliefs and teachings**

This concept involves understanding the key teachings of various religions.

### **Understand rituals, practices, ceremonies and lifestyles**

This concept involves exploring and understanding the day to day lives and practices of various religions.

### **Understand how beliefs are conveyed**

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

### **Understand how beliefs are expressed**

This concept involves understanding how books, scriptures, symbols, art and readings convey belief.

### **Reflection and personal growth**

This concept involves an appreciation of how religion plays an important role in the lives of some people. It involves exploring identity and who we are.

### **Understanding Values (in your own life and others' lives)**

This concept involves an appreciation of how many people place values as an important aspect of their lives. Showing an appreciation for what different people value. Making sense of right and wrong and choices we make.

Threshold Concept	KS1 MILESTONE 1	LKS2 MILESTONE 2	UKS2 MILESTONE 3
<p align="center"><b>Beliefs and Teachings from Various Religions</b></p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. describe the main beliefs of a religion</li> <li>b. describe the main festivals of a religion</li> </ol>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. describe the key teachings and beliefs of a religion</li> <li>b. begin to compare the main festivals of world religions</li> <li>c. refer to religious figures and holy books.</li> </ol>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. recognise and explain how some teachings and beliefs are shared between religions</li> <li>b. explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ol>
<p align="center"><b>Rituals, Ceremonies and Lifestyles</b></p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. recognise, name and describe religious artefacts, places and practices</li> <li>b. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them</li> <li>c. observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ol>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. identify religious artefacts and how they are involved in daily practices and rituals</li> <li>b. describe religious buildings and how they are used</li> <li>c. explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ol>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. explain practices and lifestyles associated with belonging to a faith</li> <li>b. explain practices and lifestyles associated with belonging to a non-religious community</li> <li>c. compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles</li> <li>d. show an understanding of the role of a spiritual leader.</li> </ol>

<p style="text-align: center;"><b>How Beliefs are Expressed</b></p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. name religious symbols and the meaning of them</li> <li>b. learn the name of important religious stories</li> <li>c. retell religious stories and suggest meanings in the story.</li> </ol>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. begin to identify religious symbolism in different forms of art and communication</li> <li>b. looking at holy texts and stories, explain meaning in a story</li> <li>c. express their beliefs in different forms, with respect for others' beliefs and compare beliefs.</li> </ol>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. explore religious symbolism in literature and the arts</li> <li>b. explain some of the different ways individuals show their beliefs</li> <li>c. share their opinion or express their own belief with respect and tolerance for others.</li> </ol>
<p style="text-align: center;"><b>Reflection and Personal Growth</b></p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. identify things that are important in their lives</li> <li>b. ask questions about the puzzling aspects of life</li> <li>c. understand that there are similarities and differences between people.</li> </ol>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. understand that personal experiences and feelings can influence their attitudes and actions</li> <li>b. offer suggestions about why religious and non-religious leaders and followers have acted the way they have</li> <li>c. ask questions that have no agreed answers, and offer suggestions as</li> </ol>	<p>Children continue to develop their understanding of how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can;</p> <ol style="list-style-type: none"> <li>a. recognise and express feelings about their identities and beliefs</li> <li>b. explain their own opinions about tricky concepts and tricky questions that have no</li> </ol>

		<p>answers to those questions</p> <p>d. understand there are similarities and differences between people and respect those differences.</p>	<p>universally agreed answers</p> <p>c. explain why their answers may be different from someone else's and respond sensitively.</p>
<p><b>Understanding Values</b></p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and the choices they can make.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>look at how values affect a community and individuals</li> <li>explain how actions can affect other people</li> <li>understand that they have their own choices to make and begin to understand the concept of morals.</li> </ol>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>make informed choices and understand the consequences of choices</li> <li>describe how shared values in a community can affect behaviour and outcomes</li> <li>discuss and give opinions on morals and values, including their own.</li> </ol>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>explain why individuals and communities may have similar and differing values</li> <li>show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences</li> <li>express their own values while respecting the values of others.</li> </ol>
<p><b>Key Vocabulary</b></p>	<p>Religion, beliefs, creation, respect, festivals, symbols, peace, prayer/worship, reflect, rejoice, journey, choices, faith, love, choices, belonging, holy/sacred texts, disciple, big questions, forgiveness, responsibility, caretakers/stewards, Golden Rules.</p> <p>Church, Christian, God, Jesus, Bible. Easter, St Theresa, Lent, Good Friday, Easter, Dr. Barnardo, Sunday, cross, sorrow, joy, celebrate, Christmas, gifts, giving, Advent.</p> <p>Islam: Allah, Prophet Muhammad (peace be upon him), Mosque, Muslim, Eid ul Fitr, Qur'an, Pillars of Islam; fasting, prayer,</p>	<p>KS1 and; worship, religious artefacts, values, inspirational, challenges, multi-faith, tolerance, worldview, perspective, ceremony, ritual, morals, moral judgements, justice, identity, practices, lifestyles, scriptures, Rites of Passage, Humanism/humanist.</p> <p>Christianity, sacrifice, suffering, burden, temptation, crucifix/crucifixion, resurrection, hope, despair, forgiveness, justice, empathy, Old Testament, New Testament. wisdom, Light, stewardship, Anglican, RC, Baptist, Pope Francis, devotion, Holy Communion, Holy Week, Christian Aid.</p> <p>Hindu/Hinduism, deities, Aum (Om), karma,</p>	<p>KS1, LKS2 and; agnostic, theist, atheist, revelations, spirituality, spiritual leader, ethical questions, diversity, evaluate, symbolism, interpretation, sensitivity, citizenship. Code for living.</p> <p>Incarnation, Last Supper, redemption, reconciliation, salvation, grace.</p> <p>Judaism, Synagogue, Kippah, Book of Genesis, Abraham, Tallit, Rabbi. Covenant, Isaac, David.</p> <p>Islam: 5 Pillars-Shahada, Sawm, Hajj, Salah, Zakat, Makkah, Ka'bah, wudu, Islamic Relief, Muslim Hands, Ramadan, Adhan,</p>

	<p>charity, pilgrimage, belief in one God, Imam., Muhammad Ali.</p> <p>Judaism;Shabbat, Synagogue, Hanukka, Torah, kippah, Star of David, Moses, mezuzah,,Israel,Jerusalem. Seder plate, sh'ma, scroll, Sabbath, Shalom,,Adam, Eve, Genesis, Sukkot,Tzedekah.</p> <p>Sikhism; 5Ks: kara (good deeds) , kaccha (self-discipline), Kirpan, (protection),kesh (spirit) and Kangha (cleanliness), Guru Nanak, Gurdwara, Temple, khanda, Guru Granth Sahib, Divali Diva lamp, Hola Mohalla, pray, work, give/share, equal.</p>	<p>Mandir, murti,, shrine, puja tray, ,incense, Vedas, Dharma,,Artha, Moksha,Karma, reincarnation, Bhagavad,Brahman,,Vishnu, Shiva, Mahatma Gandhi, India, Pakistan, duties, responsibilities, Vishnu, Shiva,</p> <p>Judaism; Passover, Pesach, Sabbath.</p>	<p>minaret,,raK'ahs.</p> <p>Ahimsa, grace, Ummah, community, wisdom,, unconditional love, commitments, Sewa UK, Martin Luther King, Desmond Tutu, St. Paul.</p>
<p style="text-align: center;"><b>Sticky Facts</b></p>	<p>There are six main world religions; Christianity, Islam, Hinduism, Buddhism,Sikhism and Judaism. Children to recognise their universal symbols.</p> <p>Christians believe in God and follow the example of Jesus. Muslims believe in Allah (God) (99 names), Sikhs believe in God and Jewish people believe in God.</p> <p>Christians look for guidance, teachings and stories to the Holy Bible, Muslims to the Holy Qur'an, Jewish people to the Torah and Sikhs to the Guru Granth Sahib.</p> <p>Christians pray in a church, Muslims pray in a Mosque, Sikhs pray in a Gurdwara and Jewish people pray in a synagogue.</p> <p>The main festivals for Christians; Easter/Christmas. Muslims-Eid ul Fitr. Sikhs:Hola Mohalla/Divali and Jewish people:Hannukkah, Passover and Rosh Hashanah.</p> <p>Christians believe Jesus was born on Christmas Day.</p> <p>Key figures from different faith communities' actions were prompted by their faith e.g: St.Theresa, Muhammed Ali,</p>	<p>KS1 and; There are similarities and differences between individual people and religions and I should respect those differences.</p> <p>Religions believe life is a journey.</p> <p>Religious artefacts are involved in daily practices and rituals e.g. wudu, prayer mat (facing Makkah), and beads (tasbih)- Muslims.</p> <p>Religious ceremonies, practices and rituals are important to people's lives and their sense of identity and belonging.</p> <p>Light is an important element of religions e.g. candles/Diva lamps. The belief is that light removes darkness. Christians refer to Jesus as the Light of the World.</p> <p>Christians worship together on Sundays, Muslims on Fridays, Jewish people's Sabbath is on Saturdays, which is the day they visit the synagogue to pray together as a community. Sikhs, Buddhists and Hindus do not have a special day for community prayer. Hindus worship in Mandirs and the act of Puja shows their faith.</p> <p>Hindus believe in a universal soul or God-Brahman. They believe he takes on many forms- gods and goddesses.</p>	<p>KS1, LKS2 and; Demonstrating respect and tolerance towards the beliefs, teachings and practices of others, including non-religious communities, will have a positive outcome.</p> <p>Religious beliefs can shape the lives of individuals and contribute positively to society e.g. Martin Luther King.</p> <p>Sacred texts help to govern the lives of faith communities.</p> <p>Religious stories, sources of wisdom and the traditions they come from, involving moral dilemmas and values, are very important to learn from and to help us understand their meanings.</p> <p>Exploring religious symbolism and expression of beliefs in architecture, literature, scriptures and the arts can help people understand expression of beliefs, offering a worldview, so helping achieve global understanding of the lives, values and attitudes of others.</p> <p>Christians believe in the incarnation of Jesus.</p> <p>Humanists do not believe in a god. They</p>



	<p>Moses and Guru Nanak.</p> <p>Stories, symbols, objects and actions show what people believe and why these are important to people of faith.</p> <p>Some people respond to God by caring for others and the world.</p> <p>All actions/choices have consequences which affect others.</p> <p>Some questions in life are puzzling.</p>	<p>Hindus' sacred text is called The Vedas.</p> <p>Hindus believe in the cycle of reincarnation.</p> <p>Gandhi's life reflects Hindu beliefs in action. "You must be the change you wish to see in the world."</p> <p>Christians believe Jesus was crucified on Good Friday and was resurrected on Easter Sunday.</p> <p>Some of life's Big Questions have no universally agreed answers (children encouraged to offer their own suggestions and reflections)</p>	<p>believe it is possible to live a good and fulfilling life without following a traditional religion.</p> <p>Morals and the ability to question these help us to make judgements and choices, so making it easier to understand the consequences of those choices.</p>
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