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| **Religious Education (RE) Knowledge Sequencing at Haxby Road Primary Academy** | |
| **Intent:** | The principal aim of RE is to engage pupils in a systematic enquiry into significant human questions which religion and worldwideviews adress, so that they can develop their understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.  Our curriculum is based around a key question approach. These are to support the delivery of high quality RE that enables coherence and progression in children’s learning. |
| **Substantive Knowledge in Religious Education:** | Children are taught the basis of 4 key religions throughout their time at HRPA. They learn about the beliefs of the different religions, the different practises from those religions and at the forefront they are learning about the people who practise those religions. |
| **Disciplinary Knowledge in Religious Education (ways of knowing):** | Children learn how to ask questions about the substantive knowledge that they have learnt. It allows children to think critically and apply the information they have learnt about different religions, helping them to understand the differences and similarities between themselves and others. Through this they develop respect, tolerance, empathy and have a much greater understanding of religions around the world. |
| **Religious Education:** | Understanding HOW people LIVE their lives and that we have differences and similarities-promoting knowledge based mutual respect and tolerance, in a diverse society. |

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| **Ebor Progression of Knowledge , Skills & Vocabulary** | | | | | | | | |
| **RELIGIOUS EDUCATION** | | | | | | | | |
| **STRAND** | **Tiny Steps/ Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Believing** A: Know about and understand a range of religions and world views | With support, talk about some religious stories using new vocabulary.  Talk about people who are special to me.  Say why somewhere is special. | Talk about some religious stories using new vocabulary.  Give an example of special occasions and suggest features of a good celebration.  Share and record occasions when things have happened in their lives that made them feel special. | Talk about some simple ideas about Christian beliefs about God and Jesus.  Retell a story that shows what Christians might think about God and suggests what it means.  Identify special objects and symbols found in a place where people worship and are able to say something about what they mean and how they are used.  Give an account of what happens at a traditional Christian Infant baptism and suggest what the symbols mean.  Identify two ways people show they belong to each other when they get married. | Talk about some simple ideas about Muslim beleifs about God, making links with some of the 99 Names of Allah.  Re-tell a story about the life of the Prophet Muhammad.  Recognise some objects used by Muslims and suggest why they are important  Retell stories from the Christian Bible and stories from another faith;suggesting the meaning of these stories i.e. caring for others. | Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.  Describe some of the ways in which Christians, Hindus and/or Muslims describe God.  Describe the practice of prayer in the religion studied. | Make connections between some of Jesus’ teachings and the way Christains live today.  Describe how Christians celebrate Holy Week and Easter Sunday.  Make connections between stories, symbols and beliefs with what happens in at least two festivals.  Identify similarities and differences in the way festivals are celebrated within and between religions.  Describe some example of what Hindus do to show their faith, make connections with some Hindu beliefs and teaching about aims and duties in life. | Outline clearly a Christian understanding of what God is like, using examples and evidence.  Make connections between how believers feel about places of worship in different traditions.  Make connections between Muslim practice of the Five Pillas and their beliefs about God and the Prophet Muhammad.  Make connections between the key functions of the mosque and the beliefs of Muslims. | Outline Christian, Hindu and /or non religious beliefs about life after death.  Describe and make connections between examples of religious creativity (building and art)  Make connections between beliefs and behaviour in different religions.  Make connections between belief in ahimsa, grace, ummah, teachings and sources of wisdom in the three religions. |
| **Expressing** B: Express ideas and insights about the nature, significance and impact of religions and worldwide views. | Identify some of my own feelings in the stories I hear.  Say what a good friend is. | Recognise some religious words e.g. God, Holy places or books or places of worship.  Respond immediately and expressively to what happens at their favourite time.  Use new vocabulary to recall and name what happens at a baptism. | With support, respond thoughtfully to a Bible text that inspired it.  With support, ask some questions about God that are hard to answer.  Talk about ways in which stories, objects, symbols and actions are used in mosques and churches. | Talk about ways in which stories, objects, symbols and actions are used in mosques and churches show what people believe.  Recognise that sacred texts contain stories which are special to many people and should be treated with respect.  Identify that some people make a response to God by caring for others and the world. | Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.  Suggest why having a faith or belief in something can be hard.  Describe ways in which prayer can comfort and challenge believers. | Identify the most important parts of Easter for Christians and why they are important.  Ask questions and give ideas about what matters most to believers in festivals.  Suggest at least 2 reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. | Give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging.  Select and describe the most important functions of a place of worship in the community.  Describe the significance of the the Holy Qur’an to Muslims. | Express ideas about how and why religion can help believers when times are hard, giving examples.  Explain some reasons why Christians and Humanists have different ideas about an afterlife.  Suggest reasons why some believers see generosity and charity as more important than buildings and art.  Consider similarities and differences between beliefs and behaviour in different faiths. |
| **Living** C. Gain and deploy the skills needed to engage seriously with regions and world views. | Identify a sacred text e.g. Bible  Use some words to talk about the story of Jesus. | Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.  Recall a simple story connected with Christmas/ Easter and a festival from another faith is special.  Recall simply what happens when a baby is welcomed into a religion other than Christinaity. | Talk about issues of good and bad, right and wrong arising from the stories.  Ask some questions about believing in God and offer some ideas of their own.    Describe some of the ways in which people use music in worship. | Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel  Ask and suggest answers to questions arising from stories Jesus told and from another religion.  Talk about some texts from different religions that promote the ‘Golden Rule’ and think about what would happen if people followed the | Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in the children’s own lives.  Ask questions and suggest some of their own responses to ideas about God. | Present their own ideas about the most important attitudes and values to have today, making links with Christian values.  Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.  Discuss links between actions of Hindus in helping others and ways in which people of other faiths and beliefs, including themselves, help others. | Present different views on why people believe in God or not, including their own ideas.  Present ideas about the importance of people in a place of worship, rather than the place itself. | Apply ideas about values from scriptures to the title question(U2.5) |
| **Vocabulary**  **General language of religious study** | **Discovering**  Religion,l special books, special places, special stories, prayer | | **Exploring**  Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, sacred, creation story | | **Connecting**  Religion, spirituality, commitment, values, prayer, pilgrim, ritual, symbol, community, worship, belief, life after death, inspiration, role model. | | **Connecting**  Religion, harmony, respect, justice, faith, tolerance, holiness, spirituality, vision, symbol, communiyu, values, Golden Rule, charity, sacred text, prayer, worship, compassion, prejudice, persecution. | |
| **Christianity** | Christmas Bible Church Jesus | | Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel. | | Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, Church, Gospel, Jesus, Holy Spirit, God the creator, Trinity, Heaven | | Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Holy Spirit, Resurrection, Christmas, Easter, Pentecost, Eucharist. | |
| **Judaism** | Moses, Passover, Torah, Synagogue | | Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, Shabbat, Mezuzah | | Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover, Shabbat, Torah. | | Judaism, Jewish, Synagogue, schul, Jerusalem, Western Wall, Orthodoz, Reform, Tu B’Shevat, tikkun olam | |
| **Islam** | Allah, Prophet, Muhammad, Qur’an, Mosque | | Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur’an, moon and starm Ramadan | | Muslim, Islam, Allah, Prophet, Mosque, Qur’an, surah, moon and sta, paradise | | Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman, Qur’an, Mosque, Haji. | |
| **Hindu** |  | |  | | Hindu, mandir, murtis, gods, goddesses, Diwali, Aumn, Trimurti, Ramayana | | Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines | |
| **Non-religious worldview** | Non-religious | | Humanist, Golden Rule, non-religious | | Humanist, Golden Rule, non-religious, spiritual but not religious, atheist | | Atheist, agnostic, Humanist, ‘spiritual but not religious’. | |