

## St Buryan Academy Coverage and Progression – Concept Map

# Religious Education



### What the Cornwall Agreed Syllabus says...

#### **RE is for all pupils:**

- Every pupil has an entitlement to religious education (RE).
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE 'as far as is practicable'.<sup>4</sup>
- The 'basic' school curriculum includes the national curriculum, RE and relationships and sex education.

#### **RE is determined locally, not nationally:**

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.<sup>5</sup>
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.
- Religious education is also compulsory in academies and free schools, as set out in their funding agreements. Academies may use the local agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned) or devise their own curriculum.

#### **The purpose of religious education**

These purpose statements are taken from A Curriculum Framework for Religious Education in England (REC 2013).

The Cornwall Agreed Syllabus 2020 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

The following purpose statements underpin the syllabus,<sup>1</sup> which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

• Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### **The aims of RE**

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

We believe that Religious Education holds a key place in our curriculum and within children’s learning. Regardless of one’s personal beliefs, it is of upmost importance that children develop an understanding of other religions, cultures and beliefs so that they can develop their own opinions and enhance their British Values through demonstrating the characteristics of tolerance, mutual respect, individual liberty, democracy and the rule of law.

Our Key Concepts are at the core of our Religious Education teaching and learning; these identify themes through the curriculum throughout the school, allowing our children to build on their knowledge and skills throughout their time at St Buryan Academy and to establish links between religions or other strands within the curriculum.

We use inspiring people through time to enhance our learning to celebrate equality and diversity; we also love to use our own locality to celebrate history through the ages and how religion has helped shape our community.

We aspire to produce theologians who are proud of their outcomes and strive for the want of continuous development of skills and knowledge.

Our Religious Education curriculum is inspired by the Cornwall Agreed Syllabus and supplemented by learning that we feel are purposeful and add value to our children’s education.





### **Religious Education in Nursery**

Laying the early foundations for recognising faith, celebrations and festivals falls under the 'Understand the World' area of the EYFS framework. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Diversity describes differences in age, culture, family structures, disabilities, ethnicity, gender, religion and sexual orientation. Understanding of a diverse world also includes understanding technological and ecological diversity. There's diversity in all communities. The more experience children have of being out and about in their community the more they are able to understand their community and make a contribution. Having an idea of who they are as a child, within a family, leads naturally to being curious about everyone else. Starting in a setting or belonging to a childminder's family, children begin to sense other relationships outside their own family. From an early age children have formed attitudes towards children different from themselves. Support children to be curious about people around them, to see and understand similarities and differences. In this way children will be curious and respectful about others and become a positive member of a diverse world. Children need to be able to form positive relationships, especially with other people who do things differently to themselves and their family. Children's natural curiosity needs to be nurtured, nourished and extended to include their friends in the setting. The diverse world should be integral to everyday practice, as well as the celebrations of religious days, visitors and visits. Make sure your setting reflects the diverse world. For example, you can look at musical instruments you have and find out where they originate from. In this way knowledge is built up that can be used incidentally with the children. Developing a child's understanding of a diverse world builds their knowledge of the world, about families, seasons and days of the week, places, days gone by, natural habitats and the built environment. Their knowledge of the world is enriched with non-fiction and story books and a growing repertoire of songs, rhymes and poetry. Over time children become aware of the impact people have on the environment. Examples include understanding that it is important to care for small creatures, not to drop litter, the value of growing your own food, to reuse, recycle, reduce and repurpose. Young children learn that they can make informed choices and selections. This helps them to engage in the world in a positive way. To further enrich the child's knowledge and sense of the world.

**St Buryan Academy Primary School – Religious Education Skills Progression (Cornwall Agreed Syllabus 2020-25)**

**PART 1: GENERAL SKILLS PROGRESSION**

Progress in RE involves the application of general educational skills and processes in handling subject knowledge which, in turn, strengthens the skills and deepens understanding and knowledge.

Skill	Including abilities such as to be able to:	Pupils will be increasingly able to:		
		KS1	LKS2	UKS2
<b>Investigating</b>	<ul style="list-style-type: none"> <li>ask relevant questions</li> <li>know how to use different types of sources to gather information</li> <li>know what may constitute evidence for understanding religions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about religion.</li> </ul>	<ul style="list-style-type: none"> <li>Ask increasingly deep and complex questions about religion.</li> <li>Use a widening range of sources to pursue answers.</li> </ul>	<ul style="list-style-type: none"> <li>Ask increasingly deep and complex questions about religion.</li> <li>Use a widening range of sources to pursue answers.</li> <li>Begin to select and understand relevant sources to deal with religious and spiritual questions with insight and sensitivity.</li> </ul>
<b>Reflecting</b>	<ul style="list-style-type: none"> <li>reflect on religious beliefs and practices and ultimate questions</li> <li>reflect upon feelings, relationships, and experiences</li> <li>think and speak carefully about religious and spiritual topics.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how action and atmosphere makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how action and atmosphere makes them feel.</li> <li>Experience the use of silence and thoughtfulness in religion and life.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how action and atmosphere makes them feel.</li> <li>Experience the use of silence and thoughtfulness in religion and in life.</li> <li>Begin to take account of the meanings of experience and discern the depth of questions religion addresses.</li> </ul>
<b>Expressing</b>	<ul style="list-style-type: none"> <li>explain concepts, rituals and practices</li> <li>identify and articulate matters of conviction and concern, and respond to religious issues through a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what words and actions might mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what words and actions might mean to believers.</li> <li>Articulate their own reactions and ideas about religious questions and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what words and actions might mean to believers.</li> <li>Articulate their own reactions and ideas about religious questions and practices.</li> <li>Begin to clarify and analyse aspects of religion which they find valuable or interesting or negative.</li> </ul>
<b>Interpreting</b>	<ul style="list-style-type: none"> <li>draw meaning from artefacts, works of art, poetry and symbols</li> <li>interpret religious language</li> <li>suggest meanings of religious texts.</li> </ul>	<ul style="list-style-type: none"> <li>Say what an object means, or explain a symbol.</li> </ul>	<ul style="list-style-type: none"> <li>Say what an object means, or explain a symbol.</li> <li>Use figures of speech or metaphors to discuss religious ideas creatively.</li> </ul>	<ul style="list-style-type: none"> <li>Say what an object means, or explain a symbol.</li> <li>Use figures of speech or metaphors to discuss religious ideas creatively.</li> <li>Begin to understand the diverse ways in which religious and spiritual experience can be interpreted.</li> </ul>

**PART 2: RE ELEMENTS SKILLS PROGRESSION**

Element	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p><b><u>Making sense of beliefs</u></b> Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> <li>identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/ sources of authority and the core concepts studied</li> <li>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
<p><b><u>Understanding the impact</u></b> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>describe how people show their beliefs in how they worship and in the way they live</li> <li>identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> <li>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. indifferent communities, denominations or cultures</li> </ul>
<p><b><u>Making connections</u></b> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>

**TWO YEAR ROLLING PROGRAMME CYCLE A**

Year group/Term	1	2	3	4	5	6
EYFS	Being Special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at <b>Christmas</b> ?	What times/stories are special and why?	F3 SALVATION: Why do Christians put a cross in an <b>Easter</b> garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
Year 1	1.2 CREATION: Who Made the World? <b>Harvest</b>	What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
Year 2 and 3	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Year 4,5,6	What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION Was Jesus the Messiah? <b>Christmas</b>	2b.1: GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	2b.5 GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? <b>OR</b> What matters most to Humanists and Christians?

**TWO YEAR ROLLING PROGRAMME CYCLE B**

EYFS	Being Special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at <b>Christmas</b> ?	What times/stories are special and why?	F3 SALVATION: Why do Christians put a cross in an <b>Easter</b> garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
Year 1	Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does <b>Christmas</b> matter to Christians?	Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does <b>Easter</b> matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
Year 2 and 3	What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? <b>Christmas</b>	What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b>	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of <b>Pentecost</b> ?	Why do some people think that life is like a journey and what significant events mark this?
Year 4,5,6	Why do Hindus want to be good?		2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.6 SALVATION: What did Jesus do to save Human Beings? <b>Easter OR</b> 2b.7: SALVATION: What difference does the resurrection make to Christians? <b>Easter</b>	2b.8 KINGDOM OF GOD: What kind of King is Jesus? <b>OR</b> 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	How does faith help people when life gets hard?