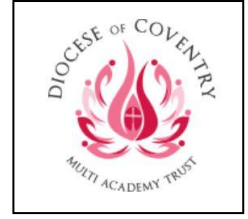




# Leamington Hastings C of E Academy

## Religious Education curriculum progression



At Leamington Hastings C of E Academy, the curriculum provides opportunities for children to develop spiritually and develop an understanding of their own world view, whilst embracing and celebrating a diverse range of beliefs, culture and views that are important to others. At Leamington Hastings Academy our aim is to build an RE curriculum that enables every child to flourish and to live life in all its fullness (John 10:10). This is rooted in our school vision and Christian values, linked to the parable of the sower. Our teaching aims to maximise the outcomes for every child so they can learn more, remember more and understand more, exploring big questions about beliefs and how people live. Through this, they can reflect on their own ideas and make sense of what religion means to them. In Religious Education, children are provided with opportunities to learn about religions and worldviews in local, national and global contexts, preparing them to participate positively and responsibly in the experiences of life in modern Britain.

### Aims

At Leamington Hastings C of E Academy we aim that children:

- Develop skills that enable them to make sense of the world around them
- have an empathetic sense of the diversity of belief in modern Britain
- have opportunities to experience the world through spirituality
- are supported to develop a basic understanding of key religions
- are respectful of other people's ideals and beliefs
- have early opportunities to debate and discuss significant human questions
- are supported to contribute to the wider community in a positive and meaningful way

\* Children should have the opportunity to write a prayer (either personal or through a religious lens) or personal reflection at the end of each unit.

Purple – Spirituality

Red Text – The Big Question Opportunity

Blue Text - Courageous Advocacy Opportunity

	Skills and knowledge taught as part of R.E. sessions:				
	Rising 3	Pre-School	Reception	Year 1	Year 2
	<b>Understanding Christianity</b>				
<b>Creation (EYFS &amp; KS1 – Cycle A)</b>	<p>Talk about some pictures from the creation story with the support of an adult.</p>	<p>Pupils know that Creation story from the Bible is a Christian belief about how the world was made.</p> <p>Pupils can recall that Christians believe God made everything.</p> <p>Pupils understand that Christians believe that plants, animals and people are special because God made them.</p> <p>Pupils understand that people can have different beliefs but still think that we should look after the world.</p>	<p>Pupils are able to respond to the creation story by creating artwork that represents part of the story.</p> <p>Pupils understand that Christians believe all of Earth's creations are special to God.</p> <p>Pupils know that Christians believe God is a creator and a giver of life.</p> <p>Pupils can recall a way that Christian groups show thankfulness and respect for God's creation through community work.</p> <p>Pupils can identify the part of the big frieze that relates to Creation.</p>	<p>Pupils can simply retell the story of creation from Genesis 1:1-2:3</p> <p>Pupils know that Creation is at the beginning of the 'big story' of the Bible, identifying elements of Creation on the big Frieze.</p> <p>Pupils understand that Christians believe their relationship with God is unique as he created them and gave them life.</p> <p>Pupils can give examples of what Christians do to say thank you to God for the creation of the world and for providing food and shelter.</p>	<p>Pupils retell the creation story, identifying what type of text it is.</p> <p>Pupils understand that Christians believe humans have a responsibility to look after the world and all the living things within it.</p> <p>Pupils can reflect on the importance of God for Christians as their creator and sustainer. (e.g. he gave them life, he made food and water, land, air etc)</p> <p>Pupils give at least 2 examples of how Christians live out their belief of the importance of God's creation through acts of service.</p> <p>Pupils identify some qualities that God might have had through a Christian lens (e.g. powerful, creative, loving)</p>
		<p>Pupils respond to the following: What could we do to help care for the world?</p> <p>Pupils link to the things they do to look after animals or the environment.</p>	<p>Pupils respond to the following: 'How can we care for our wonderful world?'</p> <p>Why do we think it is important to care for the world?</p>	<p>Pupils respond to – What makes our world so amazing?</p> <p>Write a prayer or personal reflection about thankfulness.</p>	<p>Pupils respond to – What makes our world so amazing?</p> <p>Write a prayer or personal reflection about thankfulness.</p>

<b>Incarnation (EYFS &amp; KS1 – Both Cycles)</b>	<p>Pupils know that Christians celebrate Christmas. Pupils know that Christmas is a Christian story about the birth of Jesus</p>	<p>Pupils know that Christmas is a Christian story about the birth of Jesus. Pupils can recall that Jesus was born in a stable in the bible story. Pupils know that Christians celebrate Christmas. Pupils know Jesus is special to Christians.</p>	<p>Pupils can remember 3 key parts of the Christmas story (Mary being told she was going to have a baby, Jesus being born in a stable, The shepherds and wise men coming to visit) Pupils understand that Jesus was the most important Nativity character to Christians. Pupils can recall a way that Christians celebrate Christmas (e.g. Carol singing, performing in nativities). Pupils can identify some images on the big frieze that relate to the Christmas story.</p>	<p>Pupils can give a clear, simple account of the birth of Jesus and why Jesus is important to Christians. Pupils know that Incarnation is very important in the ‘big story’ of the Bible, identifying elements of Jesus’ birth on the big Frieze. Pupils can recall at least 2 ways that Christians use the nativity story in church at home (e.g. Carol singing, nativity scenes). Pupils can give an example of how Christians use the story of the Nativity to guide their actions and beliefs at Christmas.</p>	<p>Pupils can tell the story of the birth of Jesus and recognise the link to Incarnation – Jesus is God on Earth Pupils know that God and Incarnation are very important in the ‘big story’ of the Bible, identifying elements of the importance of Jesus’ birth on the big Frieze. Pupils understand that advent is a time for Christians to get ready for the coming of Jesus and can recall ways in which Christians prepare to remember his birth. Pupils can identify examples from the Bible that show how Jesus was considered extraordinary (e.g. he was worshipped as a king or came to bring good news).</p>
		<p>Pupils respond to the following: Christians try to show generosity to others (How can we show generosity?). Pupils link to their own birthday or Christmas celebrations and identify their favourite part.</p>	<p>Pupils respond to the following: ‘Why do Christians perform Nativity plays at Christmas?’ Pupils respond to the following: Christians try to show generosity to others (How can we show generosity?).</p>	<p>Children have opportunities to engage with a reverse advent. Pupils respond to – Why does Christmas matter to Christians?</p>	<p>Children have opportunities to engage with a reverse advent. Pupils explore the lessons they might learn from the Christmas story, for example being kind and generous. Pupils respond to – Why does Christmas matter to Christians?</p>
<b>Salvation (EYFS &amp; KS1 – Both Cycles)</b>	<p>Recognise that a cross is important to Christians like Grace. Simply connect the celebration of Easter (e.g. holiday,</p>	<p>Pupils know that Easter is a Christian story Pupils can recall that Jesus died on the cross in the bible story.</p>	<p>Pupils can remember three key parts of the Easter story (Palm Sunday, Jesus on the cross, Jesus coming alive again, Jesus ascending to heaven)</p>	<p>Pupils can remember three key parts of the Easter story (Palm Sunday, Jesus on the cross, Jesus coming alive again) and recognise the link to Salvation.</p>	<p>(Pupils know that God, Incarnation, Gospel and Salvation are very important in the ‘big story’ of the Bible. Pupils recall the Christian belief that Jesus showed that</p>

	chocolate) to an important celebration for Christians.	Pupils know that Christians celebrate Easter. Pupils know Jesus is special to Christians.	Pupils can give two reasons why Jesus is special to Christians. Pupils can recall some ways that Christians celebrate Easter. Pupils can identify some images on the big frieze that relate to the Easter story.	Pupils know that Incarnation and Salvation are very important in the 'big story' of the Bible. Pupils can recall 3 ways that Christians celebrate Easter. Pupils find 2 examples from the Easter story of Jesus giving instructions on how to behave. Pupils can place the events of Easter on the big Story of the Bible using the Big Frieze.	he was willing to forgive all people, even for killing him on the cross. Christians believe Jesus builds a bridge between God and humans through forgiveness. Pupils know that this concept is called 'salvation'. Pupils recall 3 current worship examples which show that Christians believe in Jesus' death and resurrection at Easter.
		Pupils respond to the following: Christians try to show love to others (What could we do help others?). Pupils link to their own celebrations and identify their favourite part.	Pupils respond to the following: 'Do you have to be a Christian to show love and kindness to others?'	Pupils respond to – Why does Easter matter to Christians?	Pupils explore the story and talk about what it means to them through the lens of their world view. Pupils respond to – Why does Easter matter to Christians?
<b>God (EYFS &amp; KS1 – Cycle B)</b>	Know that the word 'God' is a name. Listen to songs of worship.	Pupils know that God is a name. Pupils understand that Christians believe in God. Pupils understand that people can have different beliefs.	Pupils are able to talk about why Christians treat the word 'God' with respect. Pupils identify some Christian beliefs about God from the words in the Lord's prayer. Pupils know that Christians believe in God and they find out about God from the Bible. Pupils can recall a way that Christians worship God in church or at home. Pupils identify the Harvest service as a time when Christians give special thanks to God.	Pupils can simply retell the parable of the Lost Son, identifying its hidden meaning. Pupils give an account of what the story means for Christians. Pupils can talk about how some Christians regard their relationship with God, e.g. as a forgiving father. Pupils can give an example of how Christians put their beliefs into practise during worship (e.g. by saying sorry to God in prayer). Pupils know Christians believe God is loving, kind, fair and	Pupils identify what a parable is, simply retell the parable of the Lost Son, analysing its meaning. Pupils give an account of what the story means for Christians. Pupils know Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Pupils give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.

			Pupils recall some ways that people show respect for God by helping their community.	forgiving, and also Lord and King.	Pupils identify 2 different types of prayer and give examples of situations when they might be used by Christians.
		Pupils respond to the following: What could we do to show respect and care for others? Pupils link to the things they think are precious.	Who is precious to us? Pupils respond to: How do Christians show that God is important to them?	Pupils respond to – What do Christians believe God is like? Write a prayer or personal reflection about forgiveness	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.) Pupils respond to – What do Christians believe God is like?
<b>Gospel (KS1 – both cycles)</b>				Pupils tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news. Pupils give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Pupils can recall that Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Pupils know Christians believe Jesus is a friend to the poor and friendless.	Pupils tell stories from the Bible and recognise a link with a concept: for example, the idea of ‘good news’ links to the practice of being thankful. Pupils give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Pupils give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.
				Pupils respond to – What is the good news that Jesus brings? Write a prayer or personal reflection about peace.	Think, talk and ask questions about whether Jesus’ ‘good news’ matters to anyone other than Christians, exploring different ideas

## Agreed Syllabus

<p><b>F1 - Which stories are special and why (EYFS – Cycle A)/ 1.4 - What can we learn from sacred books? (KS1 – Cycle A) (Th – B)</b></p>	<p>Consider how some stories can help us make good choices. Understand that some Christians read the Bible.</p>	<p>Pupils understand that different religions use sacred texts. Pupils can recall that for Christians, the sacred text is called the Bible. Pupils can talk simply about religious stories they have learnt. Pupils know that there are stories about God and Jesus in the Bible.</p>	<p>Pupils can retell parts of some religious stories that they have studied. Pupils understand that stories about Jesus help some Christians to understand how they should live. Pupils can identify a sacred text – e.g. Qu’ran, Bible. Pupils can identify some similarities and differences between different people’s special stories.</p>	<p>Pupils can give a clear, simple account of a sacred story. Pupils talk about some of the stories that are used in religion and why people still read them. Pupils talk about the issues of right and wrong/good and bad arising from sacred stories. Pupils can reflect on the impact that sacred stories can have on someone’s world view and the choices they make. Pupils recognise some ways in which Christians, Muslims and Jewish people treat their sacred books.</p>	<p>Pupils recognise that sacred texts contain stories which are special to many people and should be treated with respect. Pupils can retell stories from the Christian Bible and another faith, suggesting the meaning of these stories. Pupils ask and suggest answers to questions arising from stories Jesus told and from another religion. Pupils can reflect on the impact that sacred stories can have on someone’s world view and the choices they make.</p>
		<p>Pupils respond to the following: Why is it good to thank and be thanked?</p>	<p>Pupils identify some of their own feelings in the stories they hear. Pupils respond to the following: ‘What stories are special and why?’ through the lens of our persona dolls world view.</p>	<p>Pupils respond to – What can we learn from Sacred Books?</p>	<p>Pupils respond to – What can we learn from Sacred Books?</p>
<p><b>F5 - Being special, where do we belong? (EYFS-both cycles) /1.7 - What does it mean to belong</b></p>	<p>Talk about belonging in the context of their family. Develop positive attitudes about difference.</p>	<p>Pupils identify some groups that they belong to (e.g. school, their family) Pupils make comments on some things that happen during a baptism or Aqiqah ceremony.</p>	<p>Pupils are aware that some religious people have ceremonies which have special meaning for them. Pupils can recall simply, and identify some significant features of a baptism and Aqiqah.</p>	<p>Pupils recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion. Pupils can give an account of what happens at a traditional Christian infant baptism</p>	<p>Pupils can suggest what these symbols of belonging might mean and why they matter to believers. Pupils can give three examples of ways in which some believers express their identity and belonging within faith communities, responding</p>

<b>to a faith community?</b> (KS1 – cycle A)			Pupils can identify and compare some ways that people show love and belonging, either in a family or in an organised world view.	/dedication and suggest what the actions and symbols mean Pupils can identify two ways people show they belong to each other when they get married. Pupils can give examples of co-operation between different people.	sensitively to differences. Pupils can identify some similarities and differences between the ceremonies studied. Pupils can reflect and find examples of what the words spoken in ceremonies tell us about people’s beliefs.
		Pupils talk about an occasion that was special to them. Pupils respond to the following: How can we show welcome to other people?	Pupils respond to the following: ‘Where do you belong?’ ‘How do you know you belong?’ through the lens of their own world view. Pupils share and record occasions when things have happened in their lives that made them feel special	Pupils respond to – ‘Where do we belong?’ Pupils reflect on the benefits of being part of a community and how this makes them feel.	Pupils respond to – ‘Where do we belong?’ Pupils reflect on the benefits of being part of a community and how this makes them feel.
<b>F2 - Which people are special and why?</b> (EYFS - Cycle B) / <b>1.2-1.3 Who is Jewish/ Muslim and what do they believe?</b> (KS1 – Cycle B)	Talk about their friends and family. Begin to understand that people have different beliefs.	Pupils understand that different religions have special people. Pupils can recall that for Christians, God and Jesus are special.	Pupils can identify some of the qualities of a good friend. Pupils recall and talk about stories of Jesus being a good friend to others. Pupils recall stories about special people in other religions and talk about what they can learn from them.	Pupils understand that Muslims believe in God (Allah) and follow the example of the Prophet Muhammed. Pupils can identify 2 ways that Muslims mark Ramadan and celebrate Eid-ul-Fitr. Pupils know that Muslims do not draw Allah or the Prophet but use calligraphy to express what God is like. Pupils can retell a story about the life of the Prophet Muhammed.	Pupils talk about some Muslim beliefs about God. Pupils recognise some objects used by Muslims and suggest why they are important. Pupils are able to identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
		Pupils talk about people who are special to them. Pupils respond to the following: How can we be a good friend?	Pupils identify what makes their family and friends special to them. Pupils respond to the following: ‘Which people are special and why?’ through	Pupils respond to – Who is a Muslim and what do they believe?	Pupils respond to – Who is a Muslim and what do they believe?

			<p>the lens of our persona dolls world view.</p> <p>Pupils come up with ways that they can help others.</p>		
<p><b>F3 - What places are special and why?</b> (EYFS – Cycle A) / <b>1.5 - What makes some places sacred?</b> (KS1 – Cycle A)</p>	<p>Think about a favourite place (holiday/room in their house/part of the classroom). Comment on places of worship.</p>	<p>Pupils understand that different religions have special places. Pupils can recall that for Christians, Church is a place to worship.</p>	<p>Pupils are aware that some religious people have places which have special meaning for them. Pupils can identify some significant features of sacred places. Pupils can identify things that are special and valued in a place of worship.</p>	<p>Pupils can Identify at least three objects used in worship in two religions. Pupils can describe some of the ways in which people use music in worship. Pupils can ask good questions during a school visit about what happens in a church, synagogue or mosque. Pupils recognise some ways in which Christians, Muslims and Jewish people use special objects and symbols.</p>	<p>Pupils identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Pupils can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Pupils can describe and identify some of the ways in which people use music in worship. Pupils can ask good questions during a school visit about what happens in a church, synagogue or mosque, including finding out about lived experience and emotional response.</p>
		<p>Pupils talk about places that are special to them. Pupils respond to the following: How can we be a good friend?</p>	<p>Pupils respond to the following: 'Which places are special and why?' through the lens of our persona dolls world view. Pupils talk about somewhere that is special to themselves, saying why.</p>	<p>Pupils respond to – What makes some places sacred?</p> <p>Children talk about how different kinds of music makes them feel.</p>	<p>Pupils respond to – What makes some places sacred?</p> <p>Children talk about how different kinds of music makes them feel.</p>

<p><b>F6 - What is special about our world? (EYFS – Cycle B) / 1.8 - How should we care for others and the world, and why does it matter? (KS1 – Cycle B)</b></p>	<p>Comment on images to say what they like/don't like, or things they have seen. Children begin to understand that we should care for living things.</p>	<p>Pupils identify some beliefs about how the world was created. Pupils identify some ways that people care for the world. Pupils make comments on sacred stories about what people might think or learn from them.</p>	<p>Pupils are aware that some religious people have sacred stories about how the world was created. Pupils can simply recall the creation story from the bible and talk about how this influences the actions of many Christians. Pupils simply retell stories from other religions and make reflections on how this may influence the way people treat the world. Pupils can identify some ways that people mess up the world and some ways they can look after it.</p>	<p>Pupils can talk about how religions teach that people are valuable, giving simple examples. Pupils recognise that some people believe God created the world and so think we should look after it. Pupils identify ways that some people make a response to God by caring for others and the world. Pupils can talk about issues of good and bad, right and wrong arising from the stories. Pupils can re-tell Bible stories and stories from another faith about caring for others and the world</p>	<p>Pupils can talk about how religions teach that people are valuable, giving simple examples. Pupils can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more. Pupils use creative ways to express their own ideas about the creation story and what it says about what God is like. Pupils make links between what they have learnt and their own thoughts on why it may be important to care for the world.</p>
		<p>Pupils talk about their experiences or feelings about the world. Pupils respond to the following: How can help look after the world? Why do we think it is important?</p>	<p>Pupils think about the wonders of the natural world, expressing ideas and feelings Pupils respond to the following: 'What do people say about how we should look after the world? How do you think we should look after the world?' through the lens of their own and other's world views.</p>	<p>Pupils respond to – 'How and why should we care for the world?' Pupils reflect on how they connect to the natural world, supported to identify spiritual pathways using their senses.</p>	<p>Pupils respond to – 'How and why should we care for the world?' Pupils reflect on how they connect to the natural world, supported to identify spiritual pathways using their senses.</p>
<p><b>F4 - What times are special and why?/ 1.6 - How and why do we celebrate special</b></p>	<p>Talk about their own special times e.g. Birthday, Christmas.</p>	<p>Pupils understand that different religions have special times. Pupils can recall that for most Christians, Christmas and Easter is</p>	<p>Pupils are aware that some religious people have times which have special meaning for them. Pupils can identify some significant features of sacred festivals.</p>	<p>Pupils can identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</p>	<p>Pupils can identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion, including why they matter to believers.</p>

<p><b>and sacred times? (Both taught through RE enrichment days)</b></p>		<p>a special time to think about God and Jesus.</p>	<p>Pupils can identify and compare some common rituals such as prayer, the use of light and feasting.</p>	<p>Pupils can re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another Religion. Pupils ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Pupils can give examples of what people do, give, sing, remember or think about at the religious celebrations studied.</p>	<p>Pupils can re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another Religion, saying why these are important to believers. Pupils make links between what they have learnt and their own knowledge or previous experiences.</p>
		<p>Pupils talk about times that are special to them. Pupils respond to the following: How can we celebrate with others?</p>	<p>Pupils talk about a time or event that is special to themselves, saying why. Pupils respond to the following: 'Which times are special and why?' through the lens of our persona dolls world view.</p>	<p>Pupils respond to – 'How and why do we celebrate special and sacred times?' Pupils reflect on the values and meanings throughout the festivals.</p>	<p>Pupils respond to – 'How and why do we celebrate special and sacred times?' Pupils reflect on the values and meanings throughout the festivals.</p>