



Religious Education Provision and Progression Map

Intent

Our primary aim is to create a caring Christian community in which Christian values and beliefs permeate the whole of school life. The Christian faith underpins our approach to educating and nurturing the children, and we have a close association with All Saints Church particularly.

We aim to serve our community by encouraging an understanding of the meaning and significance of faith, and promoting Christian values through the experience we offer to all our pupils. Children will actively be involved in events such as Prom Praise and church trails. By nurturing each child as he or she develops physically, mentally, emotionally and spiritually within the context of this caring community we hope to equip each child for life in the real world.

Implementation

Our school RE curriculum is based on the LA Agreed Syllabus and 'Understanding Christianity', and it meets all the requirements set out in the Agreed Syllabus. The principal aim of the Agreed Syllabus 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 understand varied responses to these questions, as well as develop responses of their own.

The RE syllabus reflects the fact that religious traditions in Great Britain are in the main Christian, and takes account of the teaching and practices of other major religions. At Pulford Lower School we develop the children's knowledge and understanding of Christianity alongside other world religions, especially those that are the main faiths of children within our school and nearest communities.

Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Impact

Children will:

Develop their knowledge of the Christian year including features of the various seasons, bible stories, ceremonies and the importance of saints in the calendar;

Have the opportunity to develop their knowledge of the features of our church building and of what happens there;

Develop an appreciation of the importance of worship in the lives of people and of the concepts underlying the acts of worship;

Develop an awareness of spiritual and moral issues arising in their lives;

Develop an understanding of what it means to be committed to a religious tradition;

Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;

Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;

Develop investigative and research skills, and make reasoned judgements about religious issues;

Have respect for other people’s views and celebrate the diversity in society.

Foster links with the community by encouraging the children to take an active role in services and community events held at All Saints through liaison with Church representatives and with the support of teaching Staff.

RE teaching will be cross curricular and pupils will link their learning of RE with other areas of the curriculum.

Right of Withdrawal Under the 1944 and 1988 Acts, parents have a right to withdraw their children from Religious Education or parts of Religious Education. Parents who wish to do so are encouraged to discuss this with the Head Teacher first.

Each of the three elements of the teaching and learning approach is important, and pupils should make progress in all of them. Below are the end-of-phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end-of-phase outcomes. Teachers will recognise that this approach balances skills with core knowledge. **The outcomes on this page are woven into every aspect of the planning, teaching, learning and assessment of this syllabus. They are the statutory key to the RE syllabus.**

Progression Map

Teaching and learning approach	End of KS1, aged 7 <i>Pupils can ...</i>	End of lower KS2, aged 9 <i>Pupils can ...</i>	End of KS2, aged 11 <i>Pupils can ...</i>
Element 1: Making sense of beliefs Identifying and making sense of core 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.	<ul style="list-style-type: none"> identify some core beliefs and concepts studied and give a simple description of what they mean 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
	<ul style="list-style-type: none"> give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> make clear links between texts/sources of wisdom and authority and the core concepts studied 	<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts
	<ul style="list-style-type: none"> give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority

Teaching and learning approach	End of KS1 <i>Pupils can ...</i>	End of lower KS2 <i>Pupils can ...</i>	End of KS2 <i>Pupils can ...</i>
<p>Element 2: Understanding the impact</p> <p>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, appreciating and appraising different ways of life and ways of expressing meaning.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the ways they live 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities
	<ul style="list-style-type: none"> give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Teaching and learning approach	End of KS1 <i>Pupils can ...</i>	End of lower KS2 <i>Pupils can ...</i>	End of KS2 <i>Pupils can ...</i>
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
	<ul style="list-style-type: none"> give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> 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