



## Weston Primary School RE Curriculum Progression and Statutory Requirements

Weston Primary School RE Curriculum Progression						
	Autumn		Spring		Summer	
Year 1 What do people say about God?	Why might some people put their trust in God? <b>Sukkot 9<sup>th</sup> Oct. 2022</b>  Judaism	Why is Jesus special to Christians? <b>Christmas</b>  Christianity(Jesus)	Why do Christians say that God is a "Father?"  Christianity(God)	How might beliefs about creation affect the way people treat the world?  Islam	What do Hindus believe about God?  Hindu Dharma	How might some people show that they 'belong' to God?"  Christianity (church)
Year 2 How do we respond to the things that really matter?	Does how we treat the world matter? <b>Harvest</b>  Christianity(God)	Why do Christians say that Jesus is the light of the world? <b>Christmas</b>  Christianity (Jesus)	How might people express their devotion?  Hindu Dharma	Why does Muslims believe it is important to obey God?  Islam	What unites the Christian community? Christianity  Christianity (church)	What aspects of life really matter?  Judaism
Year 3 Who should we follow?	What does it mean to be a disciple of Jesus  Christianity (Jesus)	Why is the Prophet Muhammad an example for Muslims  Islam	How and why have some people served God?  Christianity (God)	Why are the Gurus important to Sikhs?  Sikhism	What do Christians mean by the Holy Spirit? <b>Pentecost 28<sup>th</sup> May 2023</b>  Christianity (Church)	Why is family an important part of Hindu life? <b>Raksha Bandhan 30<sup>th</sup> August 2023</b>  Hindu Dharma
Year 4 How should we live our lives?	How and why might Christians use the bible?  Christianity (God)	What might a Hindu learn through celebrating Diwali? <b>Diwali – 24<sup>th</sup> October 2022</b>  Hindu Dharma	How do Sikhs express their beliefs and values?  Sikhism	Is a sacrifice an important part of religious life? <b>Lent 22<sup>nd</sup> Feb. – 9<sup>th</sup> April 2023</b>  Christianity (Jesus)	Why do Muslims fast during Ramadan? <b>Ramadan 22<sup>nd</sup> March- 23<sup>rd</sup> April 2023</b> <b>Eid 21<sup>st</sup> April 2023</b>  Islam	What does 'love your neighbour' really mean?  Christianity (Church)
Year 5 Where can we find guidance about how to live?	Why is it sometimes difficult to do the right thing?  Christianity (God)	Why is the Quran so important to Muslims?  Islam	What do we mean by a miracle?  Christianity (Jesus)	What might Hindus learn from stories about Krishna? <b>Holi 8<sup>th</sup> March 2023</b>  Hindu Dharma	How do people decide what to believe?  Christianity (Church)	Do people need laws to guide them?  Judaism



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Year 6 Is life like journey?	How do Christians mark the turning points on journey of life?  Christianity (God)	If life is like a journey, what's the destination?  Christianity (Church)	What do we mean by a "Good life?"  Buddhism	Why do Christians believe Good Friday is 'good'?  Christianity (Jesus)	Is there one journey or many?  Hindu Dharma	What is Hajj and why is it important to Muslims? Hajj- 26 <sup>th</sup> June – 1 <sup>st</sup> July 2023  Islam
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#### Purpose and Aims

##### Purpose

*'To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' - exploring answers offered by religion and belief.'*

The RE curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life

All pupils will study Christianity throughout their years in schools. Other religious traditions represented in Great Britain will also be studied, in line with the requirements of the syllabus for breadth; depth and progression in learning.

The Lancashire Field of Enquiry for RE lies at the heart of the syllabus with its central question 'what does it mean to be human?' Pupils will progress in RE with regard to the exploration of shared human experience, beliefs and values, living religious traditions and the search for personal meaning.

##### Aims

The curriculum for RE aims to ensure that all pupils:

##### **1. Know about and understand a range of religions and worldviews, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

##### **2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- appreciate and appraise varied dimensions of religion or a worldview.

##### **3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

*('Review of Religious Education in England', RE Council of England and Wales, Oct 2013 p.14).*



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## EYFS

### ELG

#### Understanding the world

Children talk about past and present events in their own lives and in the lives of family members. They know that 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.

#### 30 to 50 months

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experiences.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

#### 40 to 60+ months

Looks closely at similarities, differences, patterns and change  
Enjoys joining in with family customs and routines.



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Lancashire Field of Enquiry	Beliefs and Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
	Knowing about and understanding religions and world views		Expressing and communicating ideas related to religions and world views	
<b>Year 1:</b> What do people say about God?	<ul style="list-style-type: none"> <li>Give an example of a key belief and/or a religious story</li> <li>Give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>Use some religious words and phrases to recognise and name features of religious traditions</li> <li>Talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>Notice and show curiosity about people and how they live their lives</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> </ul>
<b>Year 2:</b> How do we respond to the things that really matter?	<ul style="list-style-type: none"> <li>Retell and suggest meanings for religious stories and/or beliefs</li> <li>Use some religious words and phrases when talking about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how religion is expressed in different ways</li> <li>Suggest the symbolic meaning of imagery and actions</li> </ul>	<ul style="list-style-type: none"> <li>Identify things that influence a person's sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions</li> <li>Talk about their own identity and values</li> </ul>
<b>Year 3:</b> Who should we follow?	<ul style="list-style-type: none"> <li>Show awareness of similarities in religions</li> <li>Identify beliefs and values contained within a story/teaching</li> <li>Identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>Identify how religion is expressed in different ways</li> <li>Use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>In relation to matters of right and wrong, recognise their own and others' values</li> <li>Discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>
<b>Year 4:</b> How should we live our lives?	<ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious teaching/story</li> <li>Make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>Describe the impact religion has on believers' lives</li> <li>Explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>Consider the range of beliefs, values and lifestyles that exist in society</li> <li>Discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own personal sources of wisdom and authority</li> </ul>
<b>Year 5:</b> Where can we find guidance about how to live	<ul style="list-style-type: none"> <li>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>Explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>Explain differing forms of expression and why these might be used</li> <li>Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>Consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and debate the sources of guidance available to them</li> <li>Consider the value of differing sources of guidance</li> </ul>
<b>Year 6:</b> Is life like a journey?	<ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing self-awareness in their own personal development</li> </ul>



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