



## Herne Junior School's RE Curriculum Progression



Our high-quality R.E. curriculum is planned as a 4-year journey across the school. The religious education curriculum taught within the school is taken from the Hampshire's Living Difference III resources. Our curriculum engages, inspires and challenges pupils, equipping them with the skills to Communicate, Apply, Enquire, Contextualise and Evaluate. We believe that RE contributes to spiritual, moral, social and cultural development (SMSC) of all children, and that this makes a significant contribution to helping "pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain," through practising the skills of tolerance and mutual respect as seen in Fundamental British Values. RE provides us with opportunities to develop pupils learning and understanding of people they will meet, work and live alongside.

**By the end of Key Stage 2, our pupils will have been introduced to the key skills and religious concepts which will enable them to access the curriculum and progress with their learning in Key Stage 3.**

Pupils are taught:

- Religious concepts through skills of communicate, apply, enquire, contextualise and evaluate.
- To explore religious concepts common to all people and shared by many religions, with a focus on Christianity, Sikhism(Y3/4) and Islam (Y5/6)
- To understand that some religious concepts are distinctive to particular religions.
- The Christian concepts of God, Creation/Fall, Incarnation, Salvation, Trinity, Resurrection, Prophecy, Eternal Life, Kingdom of God
- The Muslim concepts of Allah, Umma (Community), Hajj (Pilgrimage) Zakat (Charity) Peace.
- The Sikh concept of Wisdom through worship of the Gurus.

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Skills	By the end of Year 4	By the end of Year 6
<b>Communicate</b>	Children can describe their own responses to the human experience of the concepts studied.	Children and young people can explain their own response to the human experience of the concepts explored.
<b>Apply</b>	They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
<b>Enquire</b>	They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
<b>Contextualise</b>	They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
<b>Evaluate</b>	They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.	They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

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	Year 3	Year 4	Year 5	Year 6
<b>Key Concepts</b>	Symbol (Tree) Journeys End Wisdom Belief Ceremony Temptation	Authority Holy Identity Ritual Divine Sacred Places	Messages Prophecy Belonging Resurrection Community Peace	Symbol (Water) God Incarnate Ritual (Prayer) Symbol (Eucharist) Interpretation - Ideas of God – How do people perceive God?
<b>Enquire</b>	What does the word “symbol” mean? Why are journeys important? What does the concept of wisdom mean? What does belief mean? What does the word ceremony mean? What does it mean to do the right thing?	What does authority mean? Who has authority? What does holy mean? What does identity mean? What are rituals? What do we mean by divine? What do we mean by sacred?	What a message is. What does prophecy mean? How do Muslims show that a new baby belongs to the faith? What 'resurrection' means. What does 'community' (“Umma”) mean? What does peace mean?	What does “symbol”, mean? What does “incarnate” mean? What does ritual mean? What do we mean by symbol? What do we mean by interpretation?
<b>Contextualise</b>	How is the symbol of a tree used by Christians? Why is the nativity journeys’ end important to Christians? How did the Sikh Gurus show wisdom? What beliefs do people have about Jesus (Easter events)? What are Christian and Sikh death ceremonies like? How easy is it to choose to do the right thing?	How are books and texts authoritative for religious groups such as Christians and Sikhs? How do Christians show they believe Mary is Holy? How does the celebration of Baisaki help Sikhs feel a sense of identity? How do Christians use the Paschal candle in a ritual? Explore stories, which Christians believe, show Jesus as divine. How is the concept of sacred reflected in the features of a religious place?	Explain what Christians believe about the messages in Jesus’s parables. What is the significance of prophecy for Christians in the story of the gifts of the Magi? How does praying contribute to a Muslim’s sense of belonging? How important is the Empty Cross as a symbol to Christians? How does the Hajj contribute to a Muslim’s sense of community? How do Muslims find “peace “in Islam?	How is water used symbolically in Christian and Islamic rituals? How is the concept of incarnation expressed within Christian birth stories? How is ritual expressed within Catholic Christianity and Islam? How do Christians use the symbols of the bread and wine? How do believers of other faiths including Christians, Muslims and Sikhs interpret God?

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<b>Evaluate</b>	<p>Do you think the tree is a useful symbol for Christians? How would Christians feel if the manger were empty? What do you think about the Sikh belief that the Gurus were wise? What do we think about Christian beliefs? What is the value of death ceremonies for Christians and Sikhs and what are our opinions? How do Christians know what to do when they are tempted?</p>	<p>Describe the value of the Bible and the guru Garanth Sahib to Christians and Sikhs Describe and reflect on the significance of Mary to Catholic Christians. What is the value of a sense of identity for Sikhs? What is the value of the Paschal candle ritual to Christians? Why is the divinity of Jesus important for Christians? Why is it important to Christians and Sikhs to feel that a place is sacred and Sikhs and how do they show this?</p>	<p>Explain the value and impact of Jesus's messages to Christians. Would it make a difference to Christians if the gifts of the Magi were absent or different? Why is it important for a Muslim to feel they belong? Why is the resurrection important to Christians? What is the value of "Umma" to Muslims? What is the value of community to me? How important is it for Muslims to feel "peace" in their religion?</p>	<p>How important is water to Christians and Muslims in their rituals? What is the value of incarnation to Christians? Why do Catholic Christians use the Rosary? Why do Christians and Muslims have prayer rituals? What is the value of the symbols of the bread and wine? Describe and explain the value of interpretations of God to believers.</p>
<b>Communicate</b>	<p>What do trees represent for me? What journeys have we taken with a happy ending? Can you give an example of wisdom you have experienced in everyday life? What sorts of things do people (pupils) believe? What do we think about death ceremonies? How do you feel when you are tempted? How do you choose?</p>	<p>What do some books tell us and what do we believe about their authority? Explain why sometimes things are holy to us or others – what qualities do they have? How do we show our identity to others? What is my experience of rituals? Consider our own ideas about the divinity of Jesus - do we think Jesus was divine or just a special person? Describe places which are sacred to us - What makes a place sacred for me?</p>	<p>Understand what the concept of message means for our own lives. What are own experiences of predicting the future? What does belonging mean to me? What do we think about resurrection? What communities do we belong to? What are my responses to the concept of community? What are our own feelings about "peace"?</p>	<p>What does water symbolise for us? What is your own response to the concept of incarnation? What are my responses to the idea of ritual? What symbols do I have? Describe our own interpretations of God. How do I describe God?</p>



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<b>Apply</b>	<p>Do trees mean the same thing to everyone? How do different journeys affect our feelings? How does being wise impact on your life? What is a wise choice? How does what we believe affect what we do? Are death ceremonies important in people's lives? Can you think of times when it might be alright to give in to temptation?</p>	<p>Is authority important in our own lives? Should we always blindly trust those in authority including books? Describe examples of how their ideas about "holiness" affect their lives How does showing our identity affect our own lives and those of others? How do rituals affect our lives? Consider times when we might ask for divine intervention in our own lives. Explain how and why people show that a place is sacred to them. How do people show respect and non- respect for their own and others' sacred places?</p>	<p>Understand the situations in which stories with messages are significant in their own lives and those of others and in different situations. Would it be good to be always able to predict what happens? How does it feel to belong? How does what we believe about resurrection, affect us and our lives? Why are communities important to us? How does a sense of community affect our lives and the lives of others? How do individual ideas about peace affect what we and others do?</p>	<p>How do our experiences with water affect our responses and feelings? How does the concept of incarnation affect others and their lives? Does everyone feel the same about ritual? How do your feelings about you symbols affect you? How do people's descriptions of God change over time and in different circumstances?</p>
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