



RE Curriculum Intent Progression of Skills and Knowledge

Our Vision for Religious Education

At St Mary's we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Our curriculum is designed to make learning stick by revisiting the same key themes with a deepening level of understanding each year. It is underpinned by Christian values and encouraging our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

Spirituality Statement for RE

Through RE children are taught both about the Christian faith and the Jewish faith. Pupils are taught to reflect on beliefs and ask questions and build tolerance and respect for others. Christians believe that God taught them to: "Love your neighbour as you love yourself." Matthew 22:39

Cultural Capital

(Experiences that every child should have)

- Visits from practising members of both the Christian and Jewish faith and have the opportunity to discuss their faith and practices
- Visits to a church and a synagogue
- Knowledge of religious festivals in other faiths such as Diwali and Eid through worship sessions and through visits from appropriate people.
- The opportunity to join in with charity fundraising for a Christian charity
- Have opportunities to handle religious artefacts, learn about their significance and draw their own inferences and conclusions from them.
- Share photos, stories, food and clothing from faith ceremonies that they have taken part in with others in their class.
- Have regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment

Cross curricular Links

- Worship –allows children the opportunity to put the learning in RE into practise.
- Art - the role of art, sculpture etc. in religious buildings and their symbolic meanings, all of which could then be used to inspire children's own work.
- English - exploring, summarising, analysing and making inferences from religious texts.
- Music - listening to music that is important in different religions and identifying its meaning/role.
- PSHE - many themes (such as values, fairness, right and wrong) are shared between the subjects

The composite objective in RE in the Early Years Foundation Stage are taken from the Early Learning Goals in the statutory framework for Early Education 2021:

Early Learning Goal – People, Culture and Communities:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Components which create the stepping stones towards the composite objectives (Development Matters):

Understanding of the World Educational Programme:

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

For the progression of skills within the Early Years Curriculum see the Early Years Progression of skills document.

Because we are a Church of England (VC) school we teach discrete Religious Education lessons to our reception children which support the delivery of the composite objective through the components listed below.

The composite objectives are taken from the Hertfordshire Agreed Syllabus for Religious Education 2019 – 2022. They are:

Overall outcomes taught throughout the syllabus:

- ***Develop religious and theological literacy through study of religions and worldview***
- ***Develop vocabulary to use in a religious context and introduce some theological ideas.***

Smaller steps within the Agreed Syllabus:

1. Give at least three examples of different beliefs and practises, including festivals, worship, rituals and ways of life and explain some meaning behind them
2. Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come
3. Give at least three examples of symbols and actions explaining and why they express religious meaning; notice some similarities between communities.
4. Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.
5. Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.
6. Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions
7. Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.
8. Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.

These composite objectives are taught through our units of work. Components that together teach the composite object have been colour coded to show coverage.

	Rec	Year 1	Year 2
Creation (Christianity)	<p>Be able to order pictures of the creation story with support</p> <ul style="list-style-type: none"> ➤ Know that the word God is a name ➤ Know that Christians believe God created the world ➤ Be able to name two or more things that God created 	<p>Be able to retell the story of creation, simply and with pictures to support them</p> <p>Know that Christians believe God loves the Earth and everything in it</p> <p>Know that Christians believe humans should care for the world</p> <p>Begin to be able to ask questions about living in an amazing world</p> <p>Be able to make connections between these beliefs and being thankful</p> <ul style="list-style-type: none"> ➤ Be able to give at least one example of what Christians do to say thank you to God for the Creation. 	<p>Know that Christians believe God created the universe</p> <p>Be able to recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Be able to retell the story of creation from Genesis 1:1 – 2.3</p> <p>Be able to say what the story tells Christians about God, Creation and the world</p> <ul style="list-style-type: none"> ➤ Know that Christians believe the Earth and everything in it are important to God ➤ Know that Christians believe God has a unique relationship with human beings ➤ Know that Christians believe humans should care for the world because it belongs to God. <p>Be able to think, talk and ask questions about living in an amazing world.</p> <ul style="list-style-type: none"> ➤ I can describe the awe and wonder Christians feel about creation. ➤ I can talk about the amazing world I live in ➤ I can ask questions about our world
Who made the world?			

			<p>Be able to make connections to their own beliefs</p> <ul style="list-style-type: none"> ➤ I can say what I believe about how the world began. ➤ I can compare this to what Christians believe about creation.
	<p>Key Vocabulary: creation, God, bible,</p>	<p>Key Vocabulary: creation, God, Adam, Eve, old testament,</p>	<p>Key Vocabulary: create, creator, natural world, responsibility, human, Bible, creation, freeze, artist, sequence, stewardship, steward, awe and wonder</p>
<p>Incarnation (Christianity) Why does Christmas matter to Christians?</p>	<p>Begin to understand that Christians believe God came to Earth in human form as Jesus.</p> <p>Be able to order pictures of the Christmas story with support</p> <ul style="list-style-type: none"> ➤ Know that Christians believe that Jesus was born at Christmas ➤ Know that Christians believe Jesus was born in Bethlehem ➤ Be able to give example of someone who came to visit Jesus after he was born. 	<p>Be able to give clear, simple account of the story of Jesus' birth and why Jesus is important to Christians</p> <ul style="list-style-type: none"> ➤ Know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem ➤ Know that Christians believe that Jesus was special ➤ Know that Christians celebrate this at Christmas <p>Be able to give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas</p> <ul style="list-style-type: none"> ➤ Be able to make connections between these beliefs and being thankful ➤ Be able to decide what they personally have to be thankful for at Christmas time. 	<p>Be able to tell the story of the birth of Jesus and recognise the link with incarnation – Jesus is 'God on Earth'</p> <ul style="list-style-type: none"> ➤ Know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem ➤ Know that Christians believe that the bible points out that his birth showed that he was extraordinary and that he came to bring good news <p>Be able to recognise that incarnation is part of the 'big story' of the Bible</p> <ul style="list-style-type: none"> ➤ Be able to recognise that stories of Jesus' life come from the Gospels <p>Be able to give at least two examples of ways in which Christians use the nativity story in churches and at home</p> <ul style="list-style-type: none"> ➤ Know that Christians believe that advent is a time for

			<p>getting ready for Jesus' coming.</p> <p>Be able to think, talk and ask questions about the Christmas story and the lessons they might learn from it.</p> <p>Be able to make connections to their own beliefs</p>
	shepherd, manger, Jesus, Mary, Joseph, stable, Nativity, star, angel	Incarnation, shepherd, crib, Nativity, angel, flock, crook, angel Gabriel	Incarnation, incarnate, Holy Spirit, wise men, three kings, gold, frankincense, myrrh, Nativity,
<p>Gospel (Christianity)</p> <p>What is the good news Jesus brings?</p>		<p>Be able to tell stories from the Bible</p> <p>Be able to give at least two examples of ways in which Christians follow the teachings studied about forgiveness, peace and friendship</p> <ul style="list-style-type: none"> ➤ Know that Christians believe Jesus brings good news for all people ➤ Know that Christians believe this good news includes being loved by God and being forgiven for bad things ➤ Be able to recognise that Jesus give instructions to people about how to behave. <p>Be able to give at least two examples of how Christians put these beliefs into practice in their Church communities</p> <p>Be able to make connections between these beliefs and forgiving others</p>	<p>Be able to tell stories from the Bible and recognise a link with a concept</p> <p>Be able to give clear, simple accounts of what the texts mean to Christians</p> <ul style="list-style-type: none"> ➤ Know that Christians believe Jesus brings good news for all people ➤ Know that Christians believe that this good news includes being loved by God and being forgiven for bad things ➤ Know that Christians believe Jesus is a friend to the poor and friendless <p>Be able to describe how Christians show their belief</p> <p>Be able to 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.</p> <p>Know that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>

			Be able to make connections to their own beliefs
Vocabulary		Gospel, disciples, teach, forgiveness, Matthew, tax collector, peace, church, sorry	Gospel, Holy Spirit, disciples, parable, miracle, Samaritan, inspire
	Rec	Year 1	Year 2
Salvation – Why does Easter matter to Christians?	<p>To be able to order pictures of Holy Week with support</p> <ul style="list-style-type: none"> ➤ Begin to understand that Christians believe Jesus was killed on a cross and rose again <p>To be able to recognise two symbols used to represent Easter by Christians</p>	<p>To begin to be able to tell the stories of Holy Week and Easter and to begin to make a link with the idea of Salvation.</p> <ul style="list-style-type: none"> ➤ Know that Christians believe Easter is very important in the 'big 'story' of the Bible ➤ Know that Christians believe Jesus rose again, giving people hope of a new life. <p>To be able to give at least three examples of how Christians show their beliefs about Jesus as a saviour in church worship at Easter</p> <p>Be able to say whether the story of Easter has anything to say to them about sadness, hope or heaven.</p> <p>Be able to make connections between these beliefs and being thankful</p>	<p>To be able to recognise that God, Incarnation, Gospel and salvation are part of the big story of the Bible.</p> <p>To be able to tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people)</p> <ul style="list-style-type: none"> ➤ Know that Christians believe Easter is very important in the 'big story' of the Bible ➤ Know that Christians believe Christians believe Jesus builds a bridge between God and humans. ➤ Know that Christians believe Christians believe Jesus rose again, giving people hope of a new life. <p>To be able to give at least three examples of how Christians show their beliefs about Jesus as a saviour in church worship</p> <p>To be able to discuss symbols that Christians use at Easter time and how they link to the story of Holy Week</p> <p>To be able to think, talk and ask questions about whether the text has something to say to them.</p> <p>Be able to make connections to their own beliefs</p>

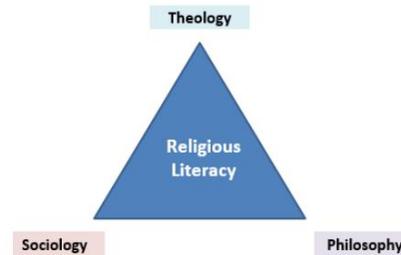
Vocabulary	new life, Easter, Good Friday, Palm Sunday, forgiveness,	Salvation, Mary Magdalene, Jerusalem, garden of Gethsemene, new life, Easter, Good Friday, Palm Sunday, forgiveness,	Salvation, resurrection, garden of Gethsemene, new life, Easter, Good Friday, Palm Sunday, crucifixion, forgiveness,
	Rec	Year 1	Year 2
<p>Judaism- Relationship with God.</p> <p>How do these topics link?</p> <p>Rosh Hashanah (Jewish New Year) is a celebration of God's special relationship with humans (link to creation units) and Jews reflect on their relationship with God.</p> <p>Yom Kippur is a celebration of God's special relationship with the Jews (link to Moses and the 10 commandments)</p>		<p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>To be able to say how it feels when they say sorry and describe what they have said sorry for.</p> <p>To be able to talk about what Rosh Hashanah and Yom Kippur are about:</p> <ul style="list-style-type: none"> ➤ be able to describe what celebrations might take place at Rosh Hashanah ➤ be able to say what a Jewish person might do on Yom Kippur <p>To be able to choose a picture and explain their thinking on why it might be important to Jewish children at Rosh Hashanah or Yom Kippur</p> <p>Be able to make connections between these beliefs and what they already know</p>	<p>How special is the relationship Jews have with God?</p> <p>Be able to explain why agreements are important and why they should be kept</p> <p>Be able to tell a story about Abraham and say why this man is important to Jews today.</p> <ul style="list-style-type: none"> ➤ I am able to recall the story of Abraham and Sarah <p>Begin to be able to explain the significance of one thing Jews do and say how it shows their special relationship with God</p> <p>Be able to make connections to their own beliefs</p>
Vocabulary		Rosh Hashanah, Yom Kippur, festival, confession, Hebrew, God, synagogue, kittle, pray, shofar, ark, challah, forgiveness	Faith, Jew, Abraham, Moses, Isaac, Shema, commandments, mezuzah, Torah, synagogue
	Rec	Year 1	Year 2

<p>Judiasm - Showing commitment through faith</p> <p>How do these topics link? Shabbat is the Jewish holy day. Observing this is one way in which Jewish people show commitment to God.</p>		<p>Is Shabbat important to Jewish children? Be able to talk about their favourite day of the week and talk about food they would like to share in a special meal</p> <p>Be able to use the right names for things that are special to Jewish people during Shabbat and explain why they are special</p> <p>Begin to be able to make a connection between being Jewish and decisions about behaviour</p> <p>Be able to talk about some of the things people do to celebrate Shabbat</p> <p>Begin to be able to explain how certain beliefs affect decision-making.</p> <p>Be able to make connections between these beliefs and what they already know</p>	<p>What is the best way for a Jew to show commitment to God? Be able to say what they are most committed to in their lives.</p> <p>Be able to talk about one of the ways Jews show commitment to God</p> <p>Be able to talk about a way that Jews show commitment to God and say why this might be important.</p> <p>Be able to make connections to their own beliefs</p> <p>Be able to explain why they could do things at certain ages.</p> <ul style="list-style-type: none"> ➤ I know that we change as we grow up ➤ I know that milestones are often celebrated with a ceremony
<p>Vocabulary</p>		<p>Shabbat, Kippah, Jew, Jewish, Sabbath, kiddish cup, challah bread, Havdalah candle,</p>	<p>Faith, Jew, Abraham, Moses, Seder, commandments, Dreidel, Torah, Rabbi, Chanukah, Seder, synagogue, Bat Mitzvah, shalom, Bar Mitzvah</p>

RE Curriculum Implementation

What resources do we use to support the implementation of the RE curriculum and why? (Must refer to research evidence and context of our school)

The Purpose of RE is to enable our children to become religiously literate which we define as the ability to hold balanced and informed conversations about religions and beliefs. This model indicates the three elements that build this religious literacy



We have chosen to use 'Understanding Christianity' for the Christianity elements of our curriculum and 'Discovery RE' for our other religion (Judaism) elements because it fits with our school vision by being: focused on developing thinking skills and self-reflection, teaching respect for other cultures and religion through sharing of Christian and Jewish practises in different denominations. Our chosen schemes of work meet the requirements of the Hertfordshire agreed syllabus 2019 – 2022. It is a spiral curriculum that revisits concepts at a greater depth with understanding of where this fits within the big story of the bible. In 2013 the Ofsted curriculum report in RE stated that although teaching facts, limited understanding of theology and impact of this knowledge on the pupils own life and we feel the approach we have chosen will overcome this issue. We have adapted the curriculum to include a greater focus on vocabulary acquisition to address school wide gaps in this area

How do we implement the RE curriculum?

- Through clearly presented key concepts.
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding.
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Lauder's, 'Making Learning Stick' strategies to help pupils embed key concepts in their long-term memory. We have a 10 minute RE fluency session at the start of every RE lesson to enable pupils to remember prior learning through interweaving and retrieval practise. Other strategies are used at different points within the lesson.
- New knowledge and skills are built on what has already been taught so that pupils can 'know more and remember more.'
- Through effective questioning approaches and the use of 'Bloom's Taxonomy' to deliver higher order questioning to aid learners' understanding and progress

- A word aware approach to vocabulary acquisition.
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence and deepen understanding.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory, including kinaesthetic and active approaches to engage.
- Through ongoing CPD through the Diocese of St Albans so that staff have expert knowledge in RE teaching in line with up-to-date research-based evidence of impact.
- The RE curriculum is taught remotely for pupils who are not able to attend school

How do we assess the RE curriculum?

- Assessment in RE takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.
- RE is assessed through teacher marking in line with the marking policy.
- Self – assessment, self-assessment with a peer, and group assessment take place to evaluate learning against the learning intention and/or against success criteria.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.
- Summative assessment takes place at the end of every term.