



# R.E. Intent and Progression Statements





# Religious Education

## Sticklepath Intent



Our curricular aims are to develop **Growing Minds** that are **Curious, Critical Communicators**.

Religious Education at Sticklepath develops in our children a sense of self, through an exploration of belief, meaning and values. RE will give our children opportunities to explore and reflect on the 'Big Questions' of life. It will equip our children with the knowledge of British Christian values and world religions, allowing them to **critically** engage with issues that affect their world today. Sticklepath children will be taught to appreciate 'stillness, reflection and moments of wonder'.

Through the discrete teaching of RE and opportunities across the wider curriculum, Sticklepath children will develop a growing sense of humanity. They will experience and appreciate diversity and difference, developing an outward-looking attitude to their 21<sup>st</sup> Century world. Our children will develop their voice to express opinions, value difference and challenge viewpoints.

We want Sticklepath children to see the complexities of religion and appreciate how individuals can interpret the same beliefs differently and how religions are constantly evolving. For example, our KS1 children will develop **a sense of curiosity** about how Christmas is celebrated differently across the world. KS2 children may debate whether religion has made the world a better place.

Sticklepath children will gain a **deep understanding** of the importance that belief and faith play in people's lives, traditions and culture.

At Sticklepath, we actively teach our children to use precise technical and religious vocabulary, empowering them to **communicate** their questions and opinions at a progressive, age appropriate level, building on previous learning.

## Key Concepts

These concepts provide a structure to supporting the similarities, differences and absences of different world beliefs and religions. They do not say, therefore, that all are present in any one religion or world belief but that it is helpful to consider when comparing them.

<b>God</b>	<ol style="list-style-type: none"><li>1. A being or spirit that is worshiped and is believed to have created the universe</li><li>2. A being or spirit who is believed to have power over a particular part of nature or who is believed to represent a particular quality</li></ol>
<b>Belief</b>	A strong feeling/attitude/understanding something/somebody exists or is true; that matters and is valued (see Way of Living)
<b>Faith</b>	A strong religious commitment and trust in someone or something
<b>Prayer</b>	An act of communication with a God or a deity often in the form of a request, praise, thanksgiving or meditation.
<b>Rites of Passage</b>	A religious ceremony or an event that marks an important stage in somebody's life, their tradition or culture, e.g. births, marriages, deaths
<b>Celebration</b>	Marking identifying events within a religion or faith on a personal, cultural and world-wide scale e.g. festivals
<b>Symbol</b>	A significant person or an object etc. that represents a religious belief, e.g. the cross, the five Ks of Sikhism
<b>Worship</b>	The practice of showing respect or devotion for God or a god, by saying prayers, singing with others, etc.; a ceremony for this, often in a specific place or privately
<b>Sacred places or spaces</b>	A building where worship takes place privately or communally; a place of religious significance for the faith or tradition, e.g. a mosque, Hajj, Jerusalem
<b>Sources of Authority</b>	Sacred writings and teachings which set out core beliefs and stories fundamental to a religion
<b>Creation</b>	The act or process of making something that is new, or of causing something to exist that did not exist before, e.g. how the universe was made
<b>Way of Living</b>	That people behave in a certain way because of the beliefs and values that they hold
<b>Morality</b>	The degree to which something is right or wrong, good or bad, etc. according to the principles within their belief or values system
<b>After Life</b>	A belief in what happens to a person when they die including ideas such as heaven, reincarnation.
<b>Spiritual</b>	A force or principle believed to animate humans and often to endure after departing from the body of a person at death; the soul.

*\*Note that Concepts particular to individual religions or world beliefs are found within the Devon Agreed Syllabus pages: 137-145*

## Local Context – The demographics of religion and belief in Devon, Torbay, the region and the nation.

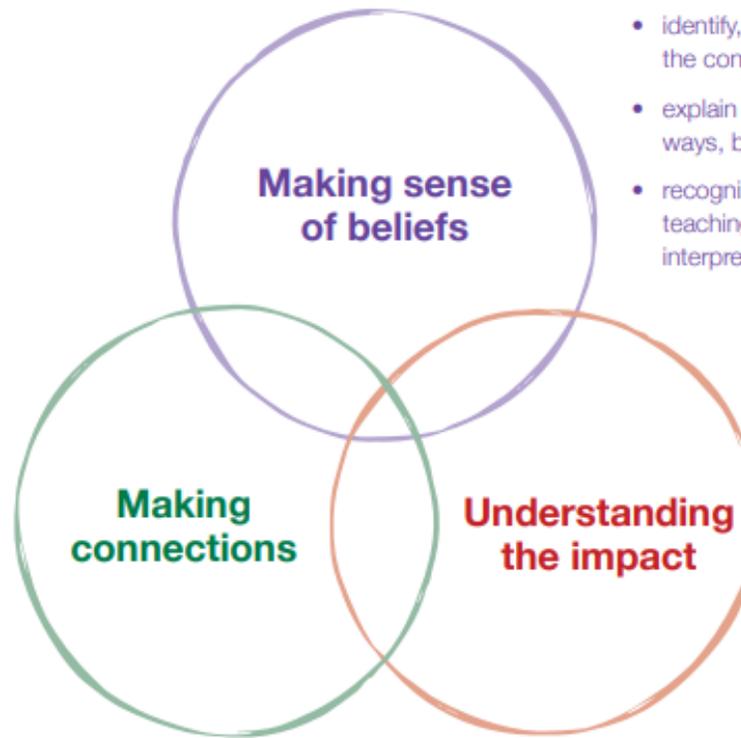
The 2011 census information sets the demographic context for the county, the region and the nation. We do not intend to educate pupils only for their current life, perhaps in a village or a town, but also for a plural nation and a diverse world. The purpose of RE includes enabling pupils to be ready to live well in a wider world: the region, the nation, the global community.

CENSUS 2011:	Population	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	No religion: Humanist	Religion not stated
South West England	5,288,935	3,194,066	19,730	16,324	6,365	51,228	5,892	29,279	1,549,201	1,934	416,850
Bristol	428,234	200,254	2,549	2,712	777	22,016	2,133	2,793	160,218	190	34,782
Devon	746,399	458,778	2,726	818	685	3,091	263	4,261	213,045	368	62,732
East Devon	132,457	86,934	351	55	142	229	13	657	33,280	51	10,796
Exeter	117,773	63,486	683	372	155	1,855	160	671	40,862	42	9,529
Mid Devon	77,750	48,273	224	96	46	112	5	366	22,122	34	6,506
North Devon	93,667	57,426	283	101	52	281	57	473	26,983	38	8,011
South Hams	83,140	51,181	468	56	109	201	5	634	23,068	67	7,418
Teignbridge	124,220	77,289	414	74	95	231	11	727	34,939	62	10,440
Torridge	63,839	40,110	151	30	37	92	5	420	17,537	36	5,457
West Devon	53,553	34,079	152	34	49	90	7	313	14,254	38	4,575
Torbay	130,959	82,924	389	128	109	521	41	702	36,035	24	10,110
Plymouth	256,384	148,917	881	567	168	2,078	89	1,198	84,295	57	18,191
ENGLAND AND WALES	56,075,912	33,243,175	247,743	816,633	263,346	2,706,066	423,158	240,530	14,097,229	15,067	4,038,032

**This table selects data for religious affiliation from the 2011 Census**, providing a context for RE in Devon, Torbay and the surrounding region. We need RE that prepares young people for life in the village, county, region, nation and world. Diversity is not always evident in every part of the county or the region, but pupils might learn much from seeing this regional picture and understanding it. Some parts of Devon and Torbay are not as diverse as some areas, but both regions still reflect a range of religions and beliefs.

**Planning Structure** – When planning an RE unit consider these three main strands of enquiry.

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

# Religious Education Progression

Year Group	Knowledge and Understanding	Key Concepts	Enquiry Skills
Early Years			<b>Discovering</b>
<b>Year 1</b>	<p>Why is Christmas so special for Christians?</p> <p>How should we care for others and why does it matter?</p> <p><b>Who is Jewish and how do they live?</b></p>	<p>Symbol</p> <p>Belief</p> <p>Celebration</p> <p>Worship</p> <p>Sacred places or spaces</p>	<p><b>Exploring</b></p> <p>Identify core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them</p>
<b>Year 2</b>	<p>Does every child celebrate Christmas?</p> <p>Why is Easter so special for Christians?</p> <p><b>How do festivals and family life show what matters to Jewish people?</b></p>	<p>God</p> <p>Belief</p> <p>Rites of Passage</p> <p>Celebration</p> <p>Prayer</p> <p>Worship</p> <p>Sacred places or spaces</p>	<p><b>Exploring</b></p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give a good reason for the views they have and the connections they make</p>
<b>Year 3</b>	<p>What is a special journey?</p> <p>How and why do people try to make the world a better place?</p> <p><b>Who is a Muslim and how do they live?</b></p>	<p>Symbol</p> <p>Belief</p> <p>Celebration</p> <p>Worship</p> <p>Sacred places or spaces</p>	<p><b>Connecting</b></p> <p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/ sources of authority and the core concepts studied</p> <p>Describe how people show their beliefs in how they worship and in the way they live</p>

			<p>Identify some differences in how people put their beliefs into practice</p> <p>Give good reasons for the views they have and the connections they make</p>
<p><b>Year 4</b></p>	<p>Who did the angles visit in the nativity story and what was their message?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p><b>How do festivals and worship show what matters to a Muslim?</b></p>	<p>God Belief Rites of Passage Celebration Prayer Worship Sacred places or spaces After Life</p>	<p><b>Connecting</b></p> <p>Make clear links between texts/ sources of authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p>
<p><b>Year 5</b></p>	<p>Why does the bible have two nativity stories?</p> <p><b>What do Hindu's believe God is like?</b></p> <p><b>Who is a Hindu and how do they live?</b></p>	<p>Symbol God Belief Rites of Passage Celebration Worship Sacred places or spaces Sources of Authority Creation Way of Living Morality</p>	<p><b>Connecting</b></p> <p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p> <p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>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</p>

<p><b>Year 6</b></p>	<p>Has the true meaning and message of Christmas been lost?</p> <p>Why did Jesus' best friends betray him?</p> <p><b>Why do some people believe in God and others don't?</b></p>	<p>Belief Faith Prayer Sources of Authority Way of Living Morality Spiritual After Life</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</p> <p>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</p>
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## Sticklepath Community Primary Academy

### Whole School R.E. Timetable

	Autumn	Spring	Summer
<b>Early Years</b>			
<b>Year 1</b>	Why is Christmas so special for Christians?	How should we care for others and why does it matter?	Who is Jewish and how do they live?
<b>Year 2</b>	Does every child celebrate Christmas?	Why is Easter so special for Christians?	How do festivals and family life show what matters to Jewish people?
<b>Year 3</b>	What is a special journey?	How and why do people try to make the world a better place?	Who is a Muslim and how do they live?
<b>Year 4</b>	Who did the angels visit in the nativity story and what was their message?	Why do Christians call the day Jesus died 'Good Friday'?	How do festivals and worship show what matters to a Muslim?
<b>Year 5</b>	Why does the bible have two nativity stories?	What do Hindu's believe God is like?	Why do Hindu's try to be good?
<b>Year 6</b>	Has the true meaning and message of Christmas been lost?	Why did Jesus' best friends betray him?	Why do some people believe in God and others don't?
<b>Vocabulary</b>			