

LMA: Key Knowledge Progression Document: Religious Education

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and which prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach RE to pupils at every key stage. This RE Syllabus for Derbyshire and Derby City establishes what shall be taught in RE, providing teachers with practical support and guidance about how to teach RE effectively.

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/teaching-learning-and-school-governance/curriculum-and-assessment/derbyshire-and-derby-city-agreed-syllabus-2020-2025.pdf>

Principal aim: The principal aim of RE 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 appraise varied responses to these questions, as well as develop responses of their own.

Rationale - decisions made include the following:

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Pupils in KS2 will have 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

RE is legally required for all pupils. Plural RE that conveys and accords equal respect to different religions and non-religious worldviews (e.g. humanism) is a core subject and an entitlement for all pupils throughout their schooling. For schools offering GCSE short course RE in Y9 and Y10, there is still a requirement that there is identifiable RE in Y11. Note that teachers should ensure that KS4 accords equal respect to religious and non-religious worldviews. Following a GCSE course does not automatically fulfil this requirement.

RE is different from assembly. Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice. The times given above are for Religious Education

Flexible delivery of RE is often good practice: an RE themed day, or week of study can complement – but not usually replace – the regular programme of timetabled lessons.

RE should be taught in clearly identifiable time. There is a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of Religious Education. Where creative curriculum planning is used, schools must ensure that RE objectives are clear. In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning.

Coherence and progression. Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in the locally agreed syllabus and this handbook to provide coherence and progression in RE learning. Any schools in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve appropriate standards in their RE.

✓ **Skills** are dependent on specific procedural knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained

✓ These **knowledge statements** should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

✓ When considering pupils' improvement in subject specific vocabulary knowledge, pupils could be provided with a knowledge organiser which contains the relevant words used for RE for their age group.

Religions		Derbyshire Agreed Syllabus		
Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:		KS1, 2 & 3 Strands		
4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	Living Living (Religious practices and ways of living; questions about values and commitments)
5–7s Key Stage 1	Christians and Muslims or Jewish people			
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people			
11–14s Key Stage 3	Christians, Muslims, Sikhs and Buddhists			

KS1 Y1 / Y2	Strand (Connecting)	Y3	Y4	Y5	Y6	Y7 (Applying / Interpreting)
1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	L2.1 What do different people believe about God? Christians, Hindus and/or Muslims (Y3) L2.2 Why is the Bible so important for Christians today? (Y3)	L2.3 Why is Jesus inspiring to some people? (Y4)	U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5) U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5)	U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (Y6)	3.3 What is so radical about Jesus?
1.5 What makes some places sacred? Christians, Muslims and/or Jewish people 1.6 How and why do we celebrate special and sacred times? Christians, Jewish people and/or Muslims	Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	L2.4 Why do people pray? Christians, Hindus and/or Muslims (Y3) L2.5 Why are festivals important to religious communities? P54 Christians, Hindus and/or Muslims and/or Jewish people (Y3 & Y4) Christmas, Easter, Pentecost, Harvest in Christianity. <i>*27th March – 4th April - Passover *28th – 29th March – Holi *4th April - Easter Sunday *14 April – Baisakhi</i>	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and nonreligious responses (e.g. Humanist) (Y4) L2.5 Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people (Y3 & Y4) P54 Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. <i>*11th March- Maha Shivratri *28th – 29th March - Holi *21st April - Ram Navami</i>	U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people (Y5)	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (Y6)	3.6 Should religious buildings be sold to feed the starving? Christians, Muslims and/or Sikhs
1.7 What does it mean to belong to a faith community? Christians, Muslims and Jewish people 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people	Living (Religious practices and ways of living; questions about values and commitments)	L2.7 What does it mean to be a Christian in Britain today? (Y3)	L2.8 What does it mean to be a Hindu in Britain today (Y4) L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)	U2.6 What does it mean to be a Muslim in Britain today? (Y5) <i>*12th April – 11 May - Ramadan</i>	U2.7 What matters most to Christians and Humanists? (Y6) U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims (Y6)	3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?

					*19 th -23 rd July – Eid	
Identify the core concepts and beliefs studied and give a simple description of what they mean Give examples of how stories show what people believe (eg the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers	Make sense of a range of religious and non-religious concepts and beliefs	Know how to identify core beliefs and concepts studied Know how to make clear links between texts/sources of authority and the key concepts studied	Know how to offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers	Know how to describe the core beliefs and concepts studied using examples from texts. sources of authority in religions Know examples of ways in which people use texts/sources of authority to make sense of core beliefs.	Know how to take account of the context, suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.	Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities Give example of ways in which believers put their beliefs into action	Understand the impact and significance of religious and non-religious beliefs	Know links between stories, teachings and concepts studied and how people live, individually and in communities Know and describe how people show their beliefs in how they worship and in the way they live	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Know and identify some differences in how people put their beliefs into practice	Know how to make clear connections between what people believe and how they live. Know how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures	Know how to make clear connections between what people believe and how they live, individually and in communities. Know how to use evidence and examples, to show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures	Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas Give a good reason for the views they have and the connections they make Talk about what they have learned	Make connections between religious and non-religious concepts, practices and ideas studied	Know how to raise important questions about how far the beliefs and practices studied might make a difference to how pupils think and live. Know links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly	Know how to raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.	Know and make connections between the beliefs and practices studied. Know, reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently	Know and make connections between the beliefs and practices studied, evaluating and explaining their importance to different people e.g. believers and atheists Know how to 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	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;

		<i>Know how to give good reasons for the views they have and the connections they make</i>	<i>Know and talk about what they have learned and know if it changed their thinking</i>		<i>Know how their thinking may have changed and why</i>	
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RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.