



**LITTLE BOWDEN
PRIMARY SCHOOL**

'Working together to love learning'

**THE R.E CURRICULUM:
A PROGRESSION**

Whole School R.E Progression Map

At Little Bowden, our R.E progression is ambitious, memorable and diverse, and is developed using the Leicestershire Agreed Syllabus for R.E.

We have 3 core strands that run through our Religious Education curriculum. Each strand has a progression in knowledge, understanding and skills (e.g. reflection, investigative, analysing, synthesising and evaluating skills):

- **Making sense of our beliefs**
- **Understanding and impact**
- **Making connections**

At KS1 pupils study primarily Christianity, Judaism and Islam, with reference made to other principal religions, beliefs and worldviews. Our KS2 pupils study primarily Christianity, Judaism, Islam and Hinduism, with reference made to other principal religions, beliefs and worldviews.

Progression through each year group leads to thematic units, where pupils can make comparisons between beliefs at the end of each year.

Children learn about Sikhism and Buddhism through whole school assemblies.

R.E in the Early Years

EYFS also use the Leicestershire Agreed Syllabus they focus on the thematic units and Christianity. The statements for R.E are from the following areas of learning

- Personal, Social and Emotional Development
- Understanding the World

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| Reception | Personal, Social and Emotional Development | | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. |
| | Understanding the World | | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. |
| ELG | Personal, Social and Emotional Development | Building Relationships | <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs. |
| | Understanding the World | Past and Present | <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| | | People and Communities | <ul style="list-style-type: none"> • 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. |

| | Autumn term | | Spring term | | Summer term | |
|---------------|---|---|---|---|--|---|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| EYFS | F4: Being special: where do we belong? | F2: Why is Christmas special for Christians? | F1: Why is the word 'God' so important to Christians? | F3: Why is Easter special to Christians | F5: What places are special and why? | F6: What time/stories are special and why? |
| Year 1 | 1.10: What does it mean to belong to a faith community? | 1.1: What do Christians believe God is like? | 1.7: Who is Jewish and how do they live? | | 1.2: Who do Christians say made the world? | 1.9: How should we care for the world and for others, and why does it matter? |
| Year 2 | 1.6: Who is a Muslim and how do they live? | 1.3: Why does Christmas matter to Christians? | 1.6: Identify key Muslim beliefs | 1.5: Why does Easter matter to Christians? | 1.4: What is the 'good news' Christians believe Jesus brings? | 1.8: What makes some places sacred to believers? |
| Year 3 | L2.1: What do Christians learn from the Creation story? L2.2: What is it like for someone to follow God? | | L2.9: How do festivals and worship show what matters to a Muslim? | L2.10: How do festivals and family life show what matters to Jewish people? | L2.4: What kind of world did Jesus want? | L2.12: How and why do people try to make the world a better place? |
| Year 4 | L2.3: What is the 'Trinity' and why is it important for Christians? | L2.7: What do Hindus believe God is like? | L2.8: What does it mean to be a Hindu in Britain today? | L2.5 Why do Christians call the day Jesus died 'Good Friday'? | L2.6: For Christians, when Jesus left, what was the impact of Pentecost? | L2.11: How and why do people mark the significant events of life? |
| Year 5 | U2.1: What does it mean if Christians believe God is holy and loving? | U2.8: What does it mean to be a Muslim in Britain today? | U2.3: Why do Christians believe Jesus was the Messiah? | U2.9: Why is the Torah so important to Jewish people? | U2.4: Christians and how to live: 'What would Jesus do?' | U2.10: What matters most to Humanists and Christians? |
| Year 6 | U2.2: Creation and science: conflicting or complementary? | U2.11: Why do some people believe in God and some people not? | U2.7: Why do Hindus want to be good? | U2.5: What do Christians believe Jesus did to 'save' people? | U2.6: For Christians, what kind of king is Jesus? | U2.12: How does faith help people when life gets hard? |

Note: this model allows systematic religion units to lead into thematic units, where pupils can make some comparisons between beliefs, at the end of each year.

Children will learn about Sikhi and Buddhism through whole school assemblies.

Pink – Thematic units

White - Christianity

Blue – Judaism

Green – Islam

Purple - Hinduism