



# Religious Education Curriculum and Progression of Skills

**The Department for Education (Religious education in English schools: Non-statutory guidance 2010) states that, 'RE is a distinctive but core part of the basic curriculum for maintained schools in England. It relates to the Secretary of State's duty in relation to the curriculum. The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.'**

At BHJS, we follow the statutory guidance from the Hertfordshire Agreed Syllabus, alongside our own well-developed and ambitious curriculum that is centred around the makeup of our own school and wider community. This has been further guided by the non-statutory 'Engaging with Diversity: An exploration of Religion and World Views' document. Religious Education underpins our school visions and values and plays a key role in developing an understanding and knowledge of every child, as well as supporting many of the values such as respect, diversity, compassion and acceptance. At Bernards Heath, the majority of our pupils are either Christian or hold no religion. The rest of our school community includes pupils of Hindu, Muslim and Jewish faith. We learn about these faiths and other major world religions and worldviews. Our curriculum aims to give ALL learners the knowledge and necessary skills to be able to develop their religious, non-religious and theological literacy. We are passionate in giving all children the opportunity to engage with and investigate different beliefs that drive themselves as individuals and others in the world around them. Through a curriculum that is based around a deep and meaningful engagement with religion and belief, pupils engage with the realities of religious teachings and experiences and foster a strong grasp of the foundations that underpin them.

Throughout the pupils' journey across the school, they discuss and explore the diverse human experience of faith and non-religious worldviews and their significance in the world today. Through the sequence of learning opportunities, which are based on a study of the concepts that are at the very heart of a religion, children use this knowledge to confidently communicate with others in school and the wider community. We believe that first-hand experience of individuals in faith from our local community are fundamental to making these beliefs come to life. We encourage members of faith to share their beliefs and the way that these shape their lives. Children and their families are encouraged to share their experiences with their peers and are always keen to lead discussions and answer questions. We recognise that visits to places of worship develop the natural curiosity in our pupils, and each year group visits a different place of worship each year. It is here that they demonstrate their religious literacy whilst having a unique opportunity to ask the deeper theological questions directly to members of faith.

The Religious Education curriculum is taught using a range of different teaching methods and activities, such as in depth discussions, artefacts (Sources of Wisdom), guest speakers, creative projects, and visits to places of Worship. These visits will help to enrich their understanding of the communities in which they live, both locally and further afield, thus ensuring our children are tolerant of differences, but also can distinguish similarities between the religions and beliefs in our World today. Children will be always be encouraged to ask their own questions and to explore their personal reflections. In addition to this, children will be encouraged to understand and respect the perspectives of people from other cultures and religious backgrounds. The RE curriculum will also enable the children to have the opportunity to find their own viewpoints and beliefs, gaining a deeper insight into themselves as individuals.

As it is important to make connections in their learning, pupils will revisit each of the eight key areas listed below every year so they can reinforce their learning and commit to memory.

The eight key areas that will lead to an understanding of religions and worldviews are as follows;

Beliefs and Practices, Sources of Wisdom, Symbols and Actions, Prayer, Worship and Reflection, Identity and Belonging, Ultimate Questions, Human Responsibilities and Values, Justice and Fairness.

Areas of Study	Year 3	Year 4	Year 5	Year 6
		Christianity and Islam	Christianity, Hinduism and Sikhism	Christianity and Judaism
<b>Progression of Skills</b>				
	<b>Lower Key Stage 2 (Year 3 &amp; Year 4)</b>		<b>Upper Key Stage 2 (Year 5 &amp; Year 6)</b>	
<b>Beliefs and practices</b>	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked		Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities	
<b>Sources of wisdom</b>	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers		Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers	
<b>Symbols and actions</b>	Explain how a range of beliefs, symbolic expression and actions (verbal and nonverbal) can communicate meaning to individual followers. Describe some similarities between communities		Compare how and why a range of beliefs, expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities	
<b>Prayer, worship and reflection</b>	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections		Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces	
<b>Identity and belonging</b>	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders		Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives	
<b>Ultimate questions</b>	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections		Present a range of views and answers to challenging questions about belonging, meaning and truth	
<b>Human responsibility and values</b>	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility		Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief	
<b>Justice and fairness</b>	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong		Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices	
<b>Expected Learning Outcomes</b>				
<b>By the end of Lower Key Stage 2:</b> The religiously and theologically literate pupil should:			<b>By the end of Upper Key Stage 2:</b> The religiously and theologically literate pupil should:	
Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and			Connections between their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and	

global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.	compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.
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Year Overview

Term	Year 3 Christianity and Islam	Year 4 Christianity, Hinduism and Sikhism	Year 5 Christianity and Judaism	Year 6 Christianity, Non-Religious Worldviews and Buddhism
Autumn	<p><b><u>Identity and Belonging</u></b>  <i>Belonging to a family, a community, challenges and religious leadership-What does it mean to belong to a faith community? The five pillars of Islam and how they guide Muslims in their daily lives? Muhammed (PBUH) and Jesus as a religious leader</i></p> <p><b><u>Symbols and Actions</u></b>  <i>Symbolic expression in prayer and worship-The importance of prayer and worship to Muslims, prayer mats</i></p> <p><b><u>Prayer, worship and Reflection</u></b>  <i>Communicating through sacred spaces and prayer-Features and role of the Mosque and church, The First Surah and the Lord's Prayer and how they inspire commitment</i></p> <p><b><u>Beliefs and Practices 1</u></b>  <i>Marking festivals, traditions and key events in life-How is Christmas marked and celebrated?</i></p>	<p><b><u>Identity and Belonging</u></b>  <i>Belonging to a community, individual commitment and religious leadership-belongings circles, The 5K's, Diwali and the Bandi Chor Divas</i></p> <p><b><u>Symbols and Actions 1</u></b>  <i>Symbolic expression in prayer and worship-Khalsa Sikhs and the 5K's, the Khanda, Aum symbol</i></p> <p><b><u>Ultimate Questions</u></b>  <i>Different ideas about God and gods, creation and ultimate questions-Hindu belief in the Tri Murti, Hindu Gods, reflecting on why there are different ideas about God</i></p> <p><b><u>Beliefs and Practices 1</u></b>  <i>Marking festivals, pilgrimage, traditions and key events in life-Christmas around the World</i></p>	<p><b><u>Identity and Belonging 1</u></b>  <i>Belonging to a community, individual commitment and religious leadership-contemporary leaders, religious leaders (Including Vicar and Rabbi). Deuteronomy and Kosher law</i></p> <p><b><u>Symbols and Actions</u></b>  <i>Symbolic ways of expressing meaning-looking at key artefacts in the Jewish faith</i></p> <p><b><u>Beliefs and Practices</u></b>  <i>Celebrations, key events in life and pilgrimage-rites of passage, Pilgrimage in the Jewish and Christian faith, Advent and Christmas</i></p>	<p><b><u>Identity and Belonging 1</u></b>  <i>Belonging to a community, individual commitment and religious leadership-making connections between the Eightfold Path and the Ten Commandments</i></p> <p><b><u>Symbols and Actions</u></b>  <i>Symbolic ways of expressing meaning-Investigate how the Mudras of the Buddha communicate meaning, The Three Jewels, The Lotus flower, the significance of stained glass windows to Christians</i></p> <p><b><u>Beliefs and Practices 1</u></b>  <i>Celebrations and key events in life-Sacred and Secular Christmas</i></p>
Spring	<p><b><u>Beliefs and Practices 2</u></b>  <i>Marking festivals, traditions and key events in life-Rites of passage including baptism and Aqiqah, Ramadan and Eid-al-Fitr, Easter story and traditions</i></p>	<p><b><u>Prayer, worship and Reflection</u></b>  <i>Communicating through sacred spaces and prayer-Hindu worship and Puja, Sikh Gurdwara,</i></p> <p><b><u>Beliefs and Practices 2</u></b></p>	<p><b><u>Prayer, worship and Reflection</u></b>  <i>Communicating beyond prayer and sacred spaces-Synagogue, Church and their importance. Study of the Lord's prayer</i></p> <p><b><u>Ultimate Questions 1</u></b></p>	<p><b><u>Prayer, worship and Reflection</u></b>  <i>Communicating beyond prayer and sacred spaces-Exploring the role and impact of meditation and stillness, prayer flags, prayer beads and Mandalas</i></p>

	<p><b><u>Ultimate Questions</u></b>  <i>Different ideas about God and gods, creation and ultimate questions-What is God? 99 beautiful names of Allah, Christian and Islamic creation story</i></p>	<p><i>Marking festivals, pilgrimage, traditions and key events in life-Naam Karan in Sikhism, Hindu birth ceremonies, Hindu and Sikh pilgrimages and their significance</i>  <b><u>Symbols and Actions 2</u></b>  <i>Symbolic expression in prayer and worship-Easter and the Last Supper</i></p>	<p><i>Different ideas about God and gods, creation and ultimate questions-Images of Jesus and their meaning to followers</i>  <b><u>Identity and Belonging 2</u></b>  <i>Belonging to a community, individual commitment and religious leadership-key events from history through the story of Moses. Passover and the Seder meal. Common themes between Easter and Passover</i></p>	<p><b><u>Beliefs and Practices 2</u></b>  <i>Celebrations and key events in life-Worldviews and Humanism. Key ideas of influential Humanists.</i>  <b><u>Identity and Belonging 2</u></b>  <i>Belonging to a community, individual commitment and religious leadership-Easter enquiry, Jesus as the Messiah</i></p>
Summer	<p><b><u>Sources of Wisdom</u></b>  <i>Sacred texts and stories, their guidance and impact-Story of Muhammed's life (PBUH), The Qur'an and the Bible. The story of the Good Samaritan.</i>  <b><u>Justice and Fairness</u></b>  <i>Right and wrong, just and fair-Zaccheus the Tax collector, studying 'The Two Tax Collectors', the work of charities such as Islamic Relief, Ummah and fellowship</i>  <b><u>Human responsibility and values</u></b>  <i>Taking responsibility for living together, values and respect-Why Zakat is important, creating a moral charter</i></p>	<p><b><u>Sources of Wisdom</u></b>  <i>Sacred texts and stories, their guidance and impact-the Guru Granth Sahib, Hindu stories (The God and the Wicked Witch, Rama and Sita), Ramayana and Mahabharata, Bhagavad Gita, The Bible</i>  <b><u>Justice and Fairness</u></b>  <i>Right and wrong, just and fair-Sikh stories 'The Milk and the Jasmine Flower' and how this influences behaviour</i>  <b><u>Human responsibility and values</u></b>  <i>Taking responsibility for living together, values and respect-the impact of the Hindu teaching about ahimsa, attitudes and values that Jesus inspired, respect and equality in the Sikh faith (including Sewa and the Langar Hall)</i></p>	<p><b><u>Sources of Wisdom</u></b>  <i>Sacred texts and stories, their guidance and impact-The Torah and it's guidance for living</i>  <b><u>Justice and Fairness</u></b>  <i>Reflecting on ethics, what is right and wrong, just and fair-Commitment to the Ten Commandments and their influence on believers, exploring our conscience, Basic human rights and morality</i>  <b><u>Human responsibility and values</u></b>  <i>Taking responsibility for living together, the world, values and respect-Creation and desecration, What did Jesus teach about good and evil and what can we learn from this? Exploring human responsibility through Tikkun Olam</i>  <b><u>Ultimate Questions 2</u></b>  <i>Different ideas about God and gods, creation and ultimate questions-Genesis story of creation, exploring different accounts of how the world began</i></p>	<p><b><u>Sources of Wisdom</u></b>  <i>Sacred texts and stories, their guidance and impact-Key inspirational figures (the Dalai Lama as a source of wisdom) Interpreting and responding to Buddhist stories</i>  <b><u>Justice and Fairness</u></b>  <i>Reflecting on ethics, what is right and wrong, just and fair-the Four Noble Truths and suggesting answers which show understanding of moral and religious teaching</i>  <b><u>Human responsibility and values</u></b>  <i>Taking responsibility for living together, the world, values and respect-exploring diversity, interpreting the message of the 'Golden Rule'</i>  <b><u>Ultimate questions</u></b>  <i>Different ideas about God and gods, creation and ultimate questions-God and life after death, The Soul Bird</i></p>

Key Vocabulary		
Year	General	Topic Specific
3	God, Religion, Religious, Worship/Worshipper, Ritual, Belief, Faith, Timeline, Symbol, Symbolism, Prayer, Commandments, Community, Believer, Holy, Creation, Sacred	Islam, Muslim, Allah, Muhammed (PBUH), Mosque, Christianity, Jesus, Christ, Church, Christian, Five pillars of Islam, Salat, Shahadah, Zakat, Sawm, Hajj, Surah, Wudu, Minaret, Mihrab, Font, Altar, Godparent, Pew, Lecturn, Cross, Bible, Qur'an, Prayer mat (musalla), Mecca, Compass, Christmas, Arabic , Baptism, Aqiqah, Fasting, Eid al Fitr, Samaritan, Creator, Disciple, Dome, Vicar, Imam, Ramadan, Easter, Charity, Parable, Miracle, Muezzin, Pilgrimage
4	Year 3 words and: Belonging, Commitment, Artefact, Respect, Equality	Christmas, Disciples, Baptism, Easter, Bible, Hinduism, Hindu, Sikhism, Sikh, Gurdwara, Aum, Ganesh, Krishna, Vishnu, Shiva, Shrine, Mandir, Offerings, Kumbh Mela, Ahimsa, Puja, Khanda, Chakkar, Creator, Kangha, Kirpan, Kara, Kesh, Kacchera, Guru Gobind Singh, Baisaiki, Khalsa, Langar, Sewa, Diwali, Creation, Destroyer, Tri Murti, Guru Nanak, Naam Karan, Incense, Diva lamp, Advent, Last Supper, Guru Granth Sahib, Chauri, Bhagavad Gita, Rumala, Temple, Vedas, Ramayana, Mahabharata, Kum Kum powder, Offerings, Holika, Nishan Sahib, Protector, Sach Khand
5	Year 3/4 words and: Leader, Leadership, Inspirational, Authority, Responsibility, Commitment, Rite of Passage, Secular, Reflection, Culture, Tradition, Festival, Connection, Suffering, Sacrifice, Worldview, Conscience, Moral code/Morality, Values, Ethical	Christianity, Christian, Church, Pilgrimage, Jesus, Christmas, Disciples, Baptism, Easter, Bible, Ten Commandments, Creation, Vicar, Priest, Minister, Advent, Wreath, Christingle, Light, Light of the World, Bell tower, Altar, Cross, Organ, Font, Candle, Lord's prayer, Gospel, Stations of the Cross, Commandment, Desecration, Kippah, Menorah, Hannukiah, Judaism, Synagogue, Star of David, Torah, Kosher, Sabbath, Rabbi, Deuteronomy, Bar Mitzvah, Bat Mitzvah, Chuppah, Ketubah, Bedeken, Mikveh, Tena'im, Aufruf, Pilgrimage, Spiritual, Bimah, Ark, Siddur, Everlasting light, Moses, Exodus, Hebrew, Passover, Seder, Sofer, Yad, Tallit, Jewish, Genesis, Evolution, Tikkun Olam
6	Year 3/4/5 words and: Influences, Science, Evidence, Ethical behaviour, Compassion, Forgiveness, Selflessness, Diversity	Christianity, Christian, Church, Pilgrimage, Jesus, Christmas, Disciples, Baptism, Easter, Bible, Vicar, Priest, Minister, Spiritual, Commandment, Creation, Worldview, Ten Commandments, Prophet, Ressurection,, Messiah, Salvation, Buddhism, Buddhist, Buddha, Reincarnation, Four Noble Truths, Eightfold Path, Nirvana, Enlightenment, Shrine, Mudra, Rupa, Dharma, Sangha, Three Jewels, Middle way, Meditation, Mandala, Prayer flag, Mantra, Prayer bead (mala), Dalai Lama, Afterlife, Humanism, Humanist, Agnostic, worldview influences, non-religious, influential. Humanist, existence, ethical, secular, sceptic, spiritual but not religious, personal views, Soul, Golden Rule

Impact Statements	Year 3	Year 4	Year 5	Year 6
	<p>I can</p> <ul style="list-style-type: none"> <li>-Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities</li> <li>-Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers</li> <li>-Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities</li> <li>-Ask and answer questions about places of prayer and worship and the impact they might make on faith communities</li> <li>-Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders</li> <li>-Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>-Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</li> <li>-Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</li> <li>-Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities</li> <li>-Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</li> <li>-Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders</li> <li>-Respond to a range of challenging 'if' and 'why' questions about making</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>-Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage</li> <li>-Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities</li> <li>-Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities</li> <li>-Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences</li> <li>-Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present</li> <li>-Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>-Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</li> <li>-Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</li> <li>-Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</li> <li>-Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</li> <li>-Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</li> <li>-Present a range of views and answers to challenging questions about belonging, meaning and truth</li> </ul>

	<p>-Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities</p> <p>-Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair</p> <p>-Give reasons for views they have, the connections they make, and show some understanding of views and beliefs of other worldviews.</p> <p>-Give examples of ways in which believers put their belief into practice.</p>	<p>sense of the world, expressing personal reflections</p> <p>-Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</p> <p>-Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p>-Give good reasons for views they have, the connections they make, and show greater understanding of views and beliefs of other worldviews.</p> <p>-Identify some differences in how people put their beliefs into practice.</p>	<p>-Describe the diversity of local and national communities. Identify some shared communal values and responsibilities</p> <p>-Identify and describe how people with religious and worldviews make choices about what is right and wrong.</p> <p>-Begin to consider and weigh up how ideas studied in the units this year relate to their own experiences and experiences of others in the world today by developing insights of their own, and giving reasons for the views they have related to the connections they make with others' beliefs and worldviews.</p> <p>-Using some evidence and examples, begin to show how and why people put their beliefs into practice in different ways, e.g. in different communities or cultures.</p>	<p>-Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.</p> <p>-Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p> <p>-Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p> <p>-Consider and weigh up how ideas studied in the units this year relate to their own experiences and experiences of others in the world today by generating insights of their own, and giving thoughtful reasons for the views they have in relation to the connections they make with others' beliefs and world views.</p> <p>-Using a variety of evidence and examples, explain how and why people put their beliefs into practice in different ways, e.g. in different communities or cultures. Begin to show how beliefs can guide people in making some moral and religious decisions, applying these ideas to some found in the world today, e.g being a vegetarian or giving to charity.</p>
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