

Intent

We follow the Herts Agreed Syllabus for Religious Education 2023-2028. The syllabus provides the statutory requirements for RE in maintained schools for children aged Reception and up.

We aim to provide pupils with knowledge and understanding about principal religions and worldviews, which give life value. Through exploring different faiths and beliefs, the pupils gain understanding and appreciation of different cultures and religions, in an increasingly diverse society.

They learn how religious beliefs shape our lives and behaviour, and develop enhance our spiritual, moral social and cultural development. RE is not about telling pupils what religious views they should have, but rather helps them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**.



Implementation

3.2 The 8 Key Areas

The programmes of study set out eight Key Areas which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

Developing religious, theological and philosophical literacy through religions and worldviews permeates all Key Areas of the programmes of study.

The following eight Key Areas of RE may be **taught in any order**:

Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

3.3 Early Years and Foundation Stage Programme of Study

Developing religious, theological and philosophical literacy through religions and worldviews	RE is non-statutory at Nursery (ages 3-4) but children must have opportunities to achieve the Early Learning Goals. The Agreed Syllabus will help with these, especially PSED and Understanding the World, so we encourage using this for that age-group
	Children discover some religious words and ideas in the context of their experiences. Teachers should plan opportunities to achieve the appropriate Early Learning Goals through exploring the eight Key Areas of RE. Children should:
	Beliefs and practices <i>Share</i> their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond
	Sources of wisdom <i>Listen and respond</i> to a range of stories that <i>engage</i> them, including faith stories, fables, some prayers, reflections and wise sayings
	Symbols and actions <i>Directly experience</i> religion, its symbols and actions. <i>Engage</i> with artefacts, people and places. <i>Explore</i> local places of importance, including at least one place of significance for a religious family. They should <i>share</i> their own experiences of places which are important to them
	Prayer, worship and reflection <i>Learn about</i> key figures in their own lives and key members of a local religious group. <i>Listen</i> and respond to visitors from faith communities. <i>Talk about</i> prayer and worship and experience times of quiet and stillness
	Identity and belonging <i>Explore</i> how people know that they belong to a family and other groups, including religious groups
	Ultimate questions <i>Experience</i> aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. <i>Ask questions</i> that are philosophically challenging and consider answers
	Human responsibility and values <i>Explore</i> some of the ways in which people express care and concern for each other and the importance of this for relationships. They should <i>develop</i> an awareness of their own values and those of others
	Justice and fairness <i>Understand</i> what is right and wrong and why. Consider the consequences of their words and actions for themselves and others

3.4 Key Stage 1 Programme of Study

Developing religious, theological and philosophical literacy through religions and worldviews	<p>The eight Key Areas of RE meet the aims of this Syllabus. All pupils develop knowledge and understanding of sources of wisdom and their impact, whilst exploring personal and critical responses.</p> <p>Children should:</p>
	<p>Beliefs and practices <i>Recall and name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p>
	<p>Sources of wisdom <i>Retell and suggest meanings</i> to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p>
	<p>Symbols and actions <i>Recognise</i> how and why symbols and actions express religious meaning, appreciating some similarities between communities</p>
	<p>Prayer, worship and reflection <i>Respond to and reflect on</i> what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community</p>
	<p>Identity and belonging to a family <i>Notice and talk about</i> how groups express their identity and belonging. <i>Listen to and talk</i> with people including leaders who belong to a faith community about how their commitment affects their lives</p>
	<p>Ultimate questions <i>Explore</i> questions about belonging, meaning and truth so that they can express their own ideas and opinions</p>
	<p>Human responsibility and values <i>Respond to</i> stories and real-life examples of how and why people show care and concern for humanity and the world</p>
	<p>Justice and fairness <i>Reflect on</i> ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others</p>

3.5 Key Stage 2 Programme of Study

Developing religious, theological and philosophical literacy through religions and worldviews	<p>The eight Key Areas of RE meet the aims of this Syllabus. All pupils develop knowledge and understanding of sources of wisdom and their impact, whilst exploring personal and critical responses.</p> <p>Children should:</p>
	<p>Beliefs and practices <i>Describe, make connections and reflect upon</i> different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p>
	<p>Sources of wisdom <i>Investigate interpret and respond to</i> a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities</p>
	<p>Symbols and actions <i>Explore and describe</i> beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning</p>
	<p>Prayer, worship and reflection <i>Research and explore</i> varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness</p>
	<p>Identity and belonging to a family <i>Explore and describe</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and consider why belonging to a community may be valuable in their own lives</p>
	<p>Ultimate questions <i>Discuss and present thoughtfully</i>, through a range of media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p>
	<p>Human responsibility and values <i>Consider and apply</i> ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility</p>
	<p>Justice and fairness <i>Discuss and apply</i> their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair</p>

Progression of Skills

Skills Ladder

<p>“Working At” Expectation</p> <p>Most children are expected to reach these:</p>	<p style="text-align: center;">Green Descriptors:</p> <p style="text-align: center;">Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry.</p> <p style="text-align: center;">The child’s own thoughts, opinions, belief, empathy.</p> <p style="text-align: center;">(Personal development)</p>	<p style="text-align: center;">Blue Descriptors:</p> <p style="text-align: center;">Knowledge and understanding of the subject matter of that enquiry (substantive/ subject knowledge)</p>	<p style="text-align: center;">Red Descriptors</p> <p style="text-align: center;">Skills of evaluation, research, critical thinking in relation to the enquiry question (disciplinary knowledge)</p>
<p>EYFS</p>	<p>I can talk about things that happen to me.</p> <p>I can talk about what is important to me.</p> <p>I can recognise and describe special times or events for family or friends.</p> <p>I can show care and concern for living things and the environment</p>	<p>I can remember something that happens in a faith story.</p> <p>I can recognise something a person is doing because of their religion, eg praying</p> <p>I can recognise an object, picture or word that is important to a religious person.</p> <p>I can talk about something interesting in a story or in the world around me.</p>	

<p>KS1</p>	<p>I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness, sacrifice, belief mean to me in my world.</p> <p>I can verbalise and/or express my own thoughts and feelings.</p>	<p>I can recall knowledge about the worldviews I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the learning, practices etc.</p>	<p>I can start to think through the enquiry question using some knowledge and am beginning to see there could be more than one answer.</p>
<p>Lower KS2</p>	<p>I can tell you/talk about the concept/ belief e.g. belonging, and start to relate this to the worldview I am studying e.g. Judaism</p> <p>I can express my own opinions and start to support them with rationales.</p>	<p>I can recall knowledge about the worldviews I have studied, select the knowledge that is most significant to the enquiry and start to explain its relevance and importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more elements of the knowledge gained in the enquiry from appropriate sources.</p>

Vocabulary progression Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS				Easter Spring Jesus Cross Lamb Palm leaves Christian	Muslim Sikh Stories Parable Fable Christian special/precious	Special Worship Homes Churches Mosques Synagogues Judadism/Jewish Christianity/Christian Islam/ Muslim

KS1				<p>important admire/admiration qualities celebrity important saviour disciple Messiah Romans Judas miracle tomb</p>	<p>priority routine sacrifice creation sabbath commandment Shabbat Torah Blessings Challah bread Shabbat candle Kiddush cup Wine Rabbi Blessing Kiddush prayer Kippah Havdalah candle Spice box Rest Shalom</p>	<p>feelings emotions activities atmosphere appearance Synagogue or Shul Torah Star of David Ark Yad Torah Scrolls Hebrew Bimah Ner tamid Tallit Kippah Rabbi Mezuzah Western Wall/Wailing Wall Jerusalem Temple Reform Orthodox Tanakh Yad Sefer Torah mitzvah sofer mantle Kippur or Kippah or Kippot(plural) Prayer Prayer shawl Community Celebrate Reflect</p>
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KS2				Celebrate Reflect betray Communion Covenant disciples Gospel Last Supper salvation saviour Easter Sunday Good Friday rescue example role-model sacrifice	journey Preparation Ka'bah Makkah Pilgrimage Pilgrim Makkah Ka'bah Grand Mosque Ka'bah Mina Arafat Hajj Pilgrimage Belonging Commitment Ummah	good life unselfish Allah Muslim Ramadan Muhammad Qur'an Zakat/Zakah Wealth Purify Sawm Fasting Charities Volunteering
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Curriculum Map

RE SoW using JIGSAW Long Term Plan

See also Knowledge Organisers for each world faith

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Class 1 Christianity plus other world faiths and views	Special people and me. What makes people special?	Christmas and me. What is Christmas?	Celebrations and me. How do people celebrate?	Easter and me. What is Easter?	Stories and me. What can we learn from stories?	Special places and me. What makes places special?
KS1 A Christianity and Islam	Is it possible to be kind to everybody all of the time? Jesus' example	Why do Christians believe God gave Jesus to the world?	Who is God to Muslims?	How important is it to Christians that Jesus came back to life after his crucifixion?	How important is the Quran to Muslims?	How important is the prophet Muhammad to Muslims?
KS1 B Christianity and Judaism	What do Christians believe about God?	What gifts might a Christian in Braughing have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Jewish people?	Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Is Shabbat important to Jewish children?	Does visiting the synagogue help Jewish children feel closer to God?
LKS2 A Christianity and Islam	Does praying at regular intervals help a Muslim in their everyday lives?	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Does completing a pilgrimage make a person a better Muslim?	What is the best way for a Muslim to lead a good life?
LKS2 B Christianity and Sikhism (Sikhi)	Does joining the Khalsa make someone a better Sikh?	What is the most significant part of the nativity story for Christians today?	Do Sikhs think it is important to share?	Is forgiveness always possible for Christians?	What is the best way for a Sikh to lead a good life?	Do people need to go to church to show they are Christians?

Impact

The children will learn about and from a range of religions. They will recognise the diversity that exists within and between religions. They will learn about different worldviews, religious traditions and practices. They will make links between their own lives and those of others in their community and in the wider world.

Assessment is carried out through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions. This information is then recorded against expected learning outcomes for assessment and in line with other areas of the curriculum.