



Frimley Church of England School

Religious Education - Skills and Knowledge Progression



Intent

At Frimley we are focused on developing the whole child and through our curriculum and school values (respect, responsibility, perseverance, honesty, collaboration and love) we encourage children to be worldly citizens. Our RE curriculum supports this.

Through Religious Education, we aim to provide the children with an opportunity to explore issues which are happening in the wider world. We are a Church of England school with Christian values and an open minded approach to Religious Education. The world is a much smaller place today and we are preparing our children to go into the world and form relationships with people from a huge variety of backgrounds. We encourage children to question and explore philosophical issues. We want our children to be able to make reasoned, informed and creative responses to religious and moral issues.

Understanding traditions, beliefs and different ways of expressing spirituality is a way of giving our children choices and the chance to develop their own ideas, beliefs and values. Learning about religion and culture will help our children to be tolerant and respectful.

Implementation

Through Religious Education at Frimley, the children extend their knowledge of Christianity, Judaism and Islam, and are introduced to aspects of Hinduism, Sikhism and Buddhism, recognising the impact of religion and belief locally, nationally and globally. We also acknowledge that Religious Education encompasses some difficult concepts that are not easily explained and consider the non-religious perspective. As we are a Church of England School we follow the Surrey Locally Agreed Syllabus for RE, which reflects the needs of Surrey.

Through the curriculum, children are engaged in various activities in order to develop their understanding of religion and spirituality, in order to learn about and from religions. At Frimley, we try to make the Religious Education lessons exciting and creative through a variety of different activities including art, conscience alley, freeze frames, storyboards etc.

We welcome chances to give children first hand experiences to build community links and explore all faiths through making links with local Synagogues, Mosques and Temples or inviting visitors of different faiths to our school. We are supported by two local Parish Churches and receive guidance on our Religious Education curriculum from the Guildford Diocese. All children from the school are involved in Harvest, Christmas and Easter services at, or with input from, one of the local churches and Year 6 pupils attend the leavers' service at Guildford Cathedral (where possible).

We have artefact boxes and the children can handle religious objects related to the faith they are studying. Our lessons are active, creative and engaging with opportunities for both quiet reflection and exciting debate.

RE lessons are taught by the class teacher and often in 'blocks' (a series of lessons rather than a weekly session). Blocking enables children to explore the religion/ideas more deeply and to then respond to the learning in a creative manner. RE is taught by the class teacher in order for discussions to be more open and for children to have the confidence to share their views, insights and beliefs.

RE is monitored by the RE and Collective worship leader and in the Summer term 2022, the curriculum focus for continued professional development (CPD) will be RE and spiritual development.

Impact

In classrooms you will see and hear:

- A buzz of learning
- Discussions and debates based on 'big questions'
- Awe and wonder as children discover and analyse their beliefs/ideas and about the beliefs of others
- Hands on resources supporting the learning of RE

- Memorable experiences and learning
- Children expressing their beliefs and the beliefs of others in a range of practical and creative ways

Children leave Frimley:

- With an understanding of Christianity; key beliefs, teachings and Bible stories.
- With an understanding of the religions and beliefs within the local community and world wide
- With thinking skills to be able to analyse their own beliefs and the beliefs of others
- Having tools to support their spiritual development
- With tolerance and respect towards people who have different cultures and beliefs

With an ability to express what they believe and their insights

National curriculum expectations:

The RE curriculum taught within Frimley Church of England School is taken from the Guildford Diocese locally agreed Syllabus.

Showing knowledge and understanding.	<ul style="list-style-type: none"> • Explore, gather, select, and organise ideas about religion and belief. • Investigate and describe similarities and differences within and between religions and beliefs. • Comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate. • Suggest meanings for a range of forms of expression, using appropriate vocabulary. • Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally.
Expressing ideas, beliefs and insights.	<ul style="list-style-type: none"> • Investigate and describe how sources of inspiration and influence make a difference to themselves and others. • Apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives. • Suggest what might happen as a result of their own and others' attitudes and actions. • Suggest answers to some questions raised by the study of religions and beliefs.

By the end of Key Stage 2 pupils will be able to:

What Frimley offers to its pupils:

	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> • What is Spirituality –introduce concept • How did it all begin? • How does the Bible reveal God’s rescue plan? • Why are presents given at Christmas and what might Jesus think? • Is Christian Worship the same all over the world? • Why do Christians share communion? • Easter - What happened and what matters most to Christians? • How can a synagogue help us to understand the Jewish faith? • What are important times for Jews? 	<ul style="list-style-type: none"> • What is Spirituality? – develop concept • Why is praying important for Christians? • How did Church begin? • How can artists help us understand Christmas? • Why do Christians call God Father? • How does Lent help Christians prepare for Easter? • How did Jesus change lives? • Why is equality important to Sikhs? 	<ul style="list-style-type: none"> • What is Spirituality? – awareness of Spirituality in others • How can we live together in one world? • How can churches help us to understand the Christian belief? • Why is light an important sign at Christmas? • How did Jesus’s teaching challenge people? • What is Wisdom? • How do Christians know what happened at Easter? • How can a mosque help us to understand the Muslim faith? • How do the pillars of Islam help Muslims have a good life? 	<ul style="list-style-type: none"> • What is Spirituality? – search for meaning • Who did Jesus say I AM? • What helps Hindus to worship? • What do the Gospels say about the birth of Jesus and why is it ‘good news’? • What is the Buddhist way of life? • Adam, Eve, Christmas, Easter: What are the connections? • The Trinity: How is God three – and yet One? • What is the Golden Rule?
Skills	<ul style="list-style-type: none"> • Introduce concept of Spirituality as concept of inner-self and what makes them a unique human-being – begin to explore ways of expressing Spirituality through use of shape, colour and line. 	<ul style="list-style-type: none"> • Develop concept of Spirituality – become aware of relationship with the world; develop perception of emotional responses to natural beauty in the world (wonder and awe) – further explore use of art to express emotional response 	<ul style="list-style-type: none"> • Become increasingly aware of the concept of Spirituality of others – develop a growing empathy, concern and compassion for how to treat others; use art, poetry and prose to express and explain personal spirituality and develop a critical response to the spirituality of others. 	<ul style="list-style-type: none"> • Reach a growing awareness of their place in the world and purpose in life - explore personal experiences, emotional responses, reasons for personal choices. Reach a greater understanding and security in what makes them a unique human-being; find variety ways to express and explain personal spirituality to others.

	<ul style="list-style-type: none"> • Identify similarities and differences between religions and beliefs • Identify the impacts of beliefs and practices on people's lives • Demonstrate understanding and make links between beliefs, stories and practices • Ask relevant questions, enquire about religions and beliefs • Identify and understand the importance of religious beliefs and teachings within communities • Identify and understand different religious symbols – make links to Bible stories and knowledge of other beliefs • Describe own personal experiences, beliefs and family traditions – explain what is important to them 	<ul style="list-style-type: none"> • Describe similarities and differences within between religions and beliefs • Describe the impact of beliefs and practices on individuals, groups and communities • Comment and question differences and similarities between beliefs, stories and practices • Suggest answers to some questions raised about religions and beliefs • Describe the key beliefs and teachings of religions studied, connect and make comparisons with other religious/non-religious beliefs • Give meanings for different religious symbols – suggest how they can be applied in different ways • Ask/answer questions to/from peers about personal experiences and beliefs – make reference to knowledge of own and other beliefs 	<ul style="list-style-type: none"> • Explain how and why differences in belief are expressed • Recognise, explain and ask questions about the impact of beliefs on individuals, groups and communities • Explain connections between beliefs, stories and practices • Debate and discuss different questions and answers raised about different religions and beliefs • Explain how some beliefs and teachings are shared/similar for different religions • Explain how some forms of religious expression are used differently by individuals and communities • Demonstrate understanding, tolerance and respect to people with different beliefs 	<ul style="list-style-type: none"> • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • Use knowledge and terminology to explain religious concepts and beliefs • Apply knowledge of different religions and beliefs to respond to theological questions • Compare key beliefs, teachings and practices of different religions using evidence and knowledge of texts • Compare the different ways in which people express their beliefs (religious/non-religious) • Explain and understand the difficulties, challenges and conflicts between people with different beliefs
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