



Boorley Park School

# Religious Education

## Overview and Progression

### Aims

At Boorley Park, the aim of our Religious Education curriculum is to teach the children more about the wider world around them, and introduce them to a variety of points of view and beliefs. We introduce children to what a religious way of looking at the world might look like and how this might influence their existence, both as an individual and in a group. We study different aspects of a range of religions (e.g. religious beliefs, practices, choices and viewpoints) and find similarities and differences between them.

Our approach to teaching is through exploration, with children asking questions and enquiring about what it means to exist in the world. First, children think about their own experiences and that of others first, before learning about aspects of specific religions. They are introduced to 'concepts' – some of these apply to all people, some are shared by many religions while others are specific to one religion.



Boorley Park School

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## Subject Content: Early Years

Understanding the World (People and Communities)		
30-50 months	40-60 months	Early Learning Goal
<ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>
Understanding the World (The World)		
30-50 months	40-60 months	Early Learning Goal
<ul style="list-style-type: none"> <li>Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	



Boorley Park School

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## Subject Content: KS1 and KS2

Religious Education is not a statutory part of the National Curriculum but we follow the Hampshire Living Difference 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'.' Section 279 (1) School Standards and Framework Act.

Breadth and depth is achieved in RE at Boorley Park, by taking the following into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Taken from: [Religious Education in English Schools: Non-statutory guidance 2010](#)



Boorley Park School

# Progression in Skills

## Beliefs and Teachings (from various religions)

KS1 (Years 1 and 2)	Lower KS2 (Years 3 and 4)	Upper KS2 (Years 5 and 6)
<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• describe the main beliefs of a religion;</li><li>• describe the main festivals of a religion.</li></ul>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• describe the key teachings and beliefs of a religion;</li><li>• begin to compare the main festivals of world religions;</li><li>• refer to religious figures and holy books.</li></ul>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• recognise and explain how some teachings and beliefs are shared between religions;</li><li>• explain how religious beliefs can shape the lives of individuals and contribute to society.</li></ul>



Boorley Park School

# Progression in Skills

## Rituals, Ceremonies and Lifestyles (from various religions)

KS1 (Years 1 and 2)	Lower KS2 (Years 3 and 4)	Upper KS2 (Years 5 and 6)
<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• recognise, name and describe religious artefacts, places and practices;</li> <li>• explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> <li>• observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• identify religious artefacts and how they are involved in daily practices and rituals;</li> <li>• describe religious buildings and how they are used;</li> <li>• explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• explain practices and lifestyles associated with belonging to a faith;</li> <li>• explain practices and lifestyles associated with belonging to a non-religious community;</li> <li>• compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li>• show an understanding of the role of a spiritual leader.</li> </ul>



Boorley Park School

# Progression in Skills

## How beliefs are expressed

KS1 (Years 1 and 2)	Lower KS2 (Years 3 and 4)	Upper KS2 (Years 5 and 6)
<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• name religious symbols and the meaning of them;</li> <li>• learn the name of important religious stories;</li> <li>• retell religious stories and suggest meanings in the story.</li> </ul>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• begin to identify religious symbolism in different forms of art and communication;</li> <li>• looking at holy texts and stories, explain meaning in a story;</li> <li>• express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• explore religious symbolism in literature and the arts;</li> <li>• explain some of the different ways individuals show their beliefs;</li> <li>• share their opinion or express their own belief with respect and tolerance for others.</li> </ul>



Boorley Park School

# Progression in Skills Reflection and Personal Growth

<b>KS1 (Years 1 and 2)</b>	<b>Lower KS2 (Years 3 and 4)</b>	<b>Upper KS2 (Years 5 and 6)</b>
<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• identify things that are important in their lives;</li><li>• ask questions about the puzzling aspects of life;</li><li>• understand that there are similarities and differences between people.</li></ul>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• understand that personal experiences and feelings can influence their attitudes and actions;</li><li>• offer suggestions about why religious and non-religious leaders and followers have acted the way they have;</li><li>• ask questions that have no agreed answers, and offer suggestions as answers to those questions;</li><li>• understand that there are similarities and differences between people and respect those differences.</li></ul>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then 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.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• recognise and express feelings about their identities and beliefs;</li><li>• explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</li><li>• explain why their answers may be different from someone else's and respond sensitively.</li></ul>



Boorley Park School

# Progression in Skills Values (own and in others lives)

KS1 (Years 1 and 2)	Lower KS2 (Years 3 and 4)	Upper KS2 (Years 5 and 6)
<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• look at how values affect a community and individuals;</li> <li>• explain how actions can affect other people;</li> <li>• understand that they have their own choices to make and begin to understand the concept of morals.</li> </ul>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• make informed choices and understand the consequences of choices;</li> <li>• describe how shared values in a community can affect behaviour and outcomes;</li> <li>• discuss and give opinions on morals and values, including their own.</li> </ul>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• explain why individuals and communities may have similar and differing values;</li> <li>• show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</li> <li>• express their own values while respecting the values of others.</li> </ul>