



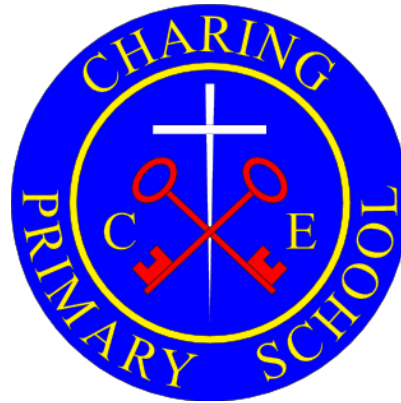
Religious Education Curriculum
Compassion Friendship Forgiveness Resilience Hope



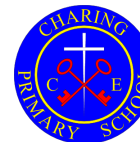
Charing CE Primary School

Living and learning with faith, friendship and fun

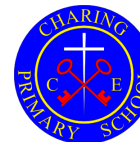
Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.



Religious Education Progression Document



	EYFS	KS1	Lower KS2	Upper KS2
Theology (God)	- Talk about the Nativity Story - Recognise why Easter is important to Christians - Recall some simple stories from the Bible and other world religions	- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. - Identify at least two different types of texts from the Bible - Tell stories from the Bible and recognise a link with a concept - Give clear, simple accounts of what the texts mean to Christians, Jews and Muslims	- Order at least five key concepts within a timeline of the Bible's 'big story'. - List two distinguishing features of at least three different types of biblical text, - Make clear links between religious texts and the key concepts studied. - Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians, Sikhs and Hindus. - Make suggestions about what people believe about God	- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. - Identify at least five different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and the key concepts studied, using theological terms. - Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations
Human & Social Sciences (Community)	- Identify and explain what Christians do to celebrate Christmas - Identify and explain what Christians do to prepare for and celebrate Easter. - Talk about the importance of the church to the Christian religion	- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. - Give at least three examples of how people put their beliefs into practice in religious worship. - Explain how Jews celebrate Shabbat and Chanukah (Hannukah) - Explain the importance of prayer to Christians, Jews and Muslims - Give at least two examples of buildings used for worship and describe what happens there	- Make simple links between sacred texts and concepts studied and how people live in their whole lives and in their religious communities. - Describe how People show their beliefs in worship and in the way they live. - Describe things that are important to Sikhs and how these impact their lives and actions - Explain what happens at Vaisakhi and why Sikhs' celebrate it. - Describe Puja and how it shows in Hindu Faith	- Make clear connections between sacred texts and concepts studied with what People believe, how People worship and how People behave in their whole lives, their church communities, and in the wider world. - Show how People put their beliefs into practice in different ways, for example in different denominations of Christianity.



	EYFS	KS1	Lower KS2	Upper KS2
Philosophy (Reality)	- Share and record occasions when things have happened in their lives - Give examples linked to their own lives - Say why something is special - Get to know and use appropriate words to talk about their thoughts and feelings	- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. - Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance - Ask some questions about God that are hard to answer and offer some ideas of their own	- Raise questions and suggest answers about how far the big ideas explored in the sacred texts and the concepts studied might make a difference to how pupils think and live. - Make links between some of the stories and teachings in a sacred text and life in the world today, expressing some ideas of their own clearly. - Express my own ideas about how it may feel to be a Hindu, Sikh or Christian in Britain today - Recognise and discuss links between the religions studied	- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how religious ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.