Religious Education Scheme of Work & Skills and Knowledge Progression

Key Stage 1 and Key Stage 2

The INTENT of our Religious Education Curriculum

Religious Education Statement of Intent

The Hertfordshire Religious Education syllabus is founded on a solid understanding of its educational significance for students, educational institutions, and society at large. RE encourages an open examination of beliefs, lifestyles, and the influence of values and practices within local, national, and global contexts. It invites students to learn about the beliefs that shape others' lives, what matters to them, how they navigate their existence, and the factors that shape their perspectives. As students engage in this exploration, they also have the opportunity to reflect on their own beliefs, values, and personal influences. Additionally, RE is inherently personal, encouraging students to contemplate their experiences and grapple with profound questions concerning meaning, purpose, and value in their own lives. It facilitates critical dialogue among peers and with individuals of varying faiths, beliefs, and backgrounds on significant life issues. In this way,

RE plays a vital role in fostering aspects of 'personal development' within the Ofsted Inspection Framework, particularly through the development of Spiritual, Moral, Social, and Cultural (SMSC) competencies, including Fundamental British Values, as well as character development. These personal dimensions are a crucial part of students' education and are central to the essence of RE. Consequently, RE is both academically rigorous and personally meaningful, which is echoed in the objectives of this Hertfordshire Agreed Syllabus. High-quality RE will be inclusive of all religious traditions and those without, prompting students to ponder the fundamental questions of life and explore diverse responses to these questions from various cultures and historical contexts. It will enhance students' understanding of the world and help them find their place within it, thereby contributing significantly to the creation of stronger communities both within and around the school.

Aims of the Religious Education Curriculum

This 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. Further, this approach is academically rigorous, fostering skills in students such as:

- Critical, creative, and reflective thinking regarding philosophical arguments, theological concepts from multiple faiths, and contemporary life issues

- Questioning and interpreting claims to 'truth'

- Conveying meaning in various forms

- Investigating subject matter through diverse academic disciplines and methodologies

- Listening with empathy and understanding

- Positively engaging with diverse perspectives

Locally Agreed Programmes of Study:

Key Stage 1 Curriculum	**Key Stage 2 Curriculum**
- All eight areas of the programmes of study will be visited across Key Stage 1. - The key religion is Christianity, which is covered in Year 1 and Year 2. - Christianity is compared and contrasted to Judaism in Year 1 and Islam in Year 2	- All eight areas of the programmes of study will be visited across Key Stage 1. - The key religion is Christianity, which is covered in Years 3-6. - Christianity is compared and contrasted to Islam in Year 3, Hinduism and Sikhism in Year 4. Judaism in Year 5 and Buddhism in Year 6.

These are embedded in the following strands:

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

Implementation: St Meryl School Religious Education Scheme of Work and Planning

At St Meryl, we recognise the significance of helping all our students learn about and from various religions to better understand the world they live in. The goal of Religious Education at our school is to assist children in gaining knowledge and insights into Christianity and other major religions represented in Great Britain. We aim for them to appreciate how religious beliefs influence life and conduct, develop the capacity to make informed and reasoned decisions on religious and moral questions, and enhance their spiritual, moral, social, and cultural growth. Religious Education is integrated throughout the school curriculum in a manner that aligns with our overarching aims, values, and philosophy. This subject plays a crucial role, alongside other curriculum areas, particularly PSHE, in fostering social awareness and understanding among our children. We encourage our students to question the world around them and reflect upon their own beliefs, values, and experiences. We also promote British values, ensuring that children understand their rights and responsibilities as citizens of the UK. Our curriculum is designed to inspire creativity, imagination, inquiry, debate, discussion, and independence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity
Year 1	Judaism Christianity Islam	Christianity Judaism	Christianity	Christianity	Judaism Christianity Islam	Judaism Christianity Islam
Year 2	Christianity Islam	Christianity	Christianity	Christianity	Christianity Islam	Christianity
Year 3	Islam	Christianity	Islam	Christianity	Islam	Christianity
Year 4	Christianity Hinduism Sikhism	Christianity Hinduism	Christianity Sikhism	Christianity Sikhism	Christianity Hinduism Sikhism	Christianity Hinduism Sikhism
Year 5	Judaism Christianity	Judaism	Judaism	Christianity	Judaism Christianity	Judaism Christianity
Year 6	Christianity Buddhism	Christianity Buddhism	Christianity Buddhism	Christianity	Christianity Buddhism	Christianity Buddhism

EYFS

At St Meryl children discover some religious words and ideas in the context of their experiences. We plan opportunities to explore the eight key areas of Religious Education. Children learn about Christianity, and throughout the year, various festivals are celebrated, including Judaism. Children are encouraged to share their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond.

Children should:

- Listen and respond to a range of stories that engage them, including faith stories, fables, some prayers, reflections and wise sayings
- Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance for a religious family. They should share their own experiences of places which are important to them
- Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness
- Explore how people know that they belong to a family and other groups, including religious groups
- Experience 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. Ask questions that are philosophically challenging and consider answers
- Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and that of others
- Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others

	Beliefs and Practices	Sources of wisdom	Symbols of actions	Prayer, Worship and Reflection	Identity and belonging	**Ultimate questions**	**Human responsibility and values**	**Justice and fairness**
YEAR 1 **Christianity, Islam and Judaism**	SKILL: Give at least one example of belief and practice, such as a festival,	SKILL: Respond to religious and moral stories. Begin to raise questions	SKILL: Give at least one example of a religious symbol or	SKILL: Talk about how and where some	SKILL: Talk about things and people that matter to	SKILL: Demonstrate curiosity about the wonder of	SKILL: Respond to faith stories and examples of showing	SKILL: Respond to moral stories and demonstrate what it means to be

	worship and/or ritual and share some meanings behind them. KNOWLEDGE: Understand significance of: • Christingle (Christianity) • Hannukah (Judaism)	about some sources of wisdom and their origins. KNOWLEDGE: Name holy books and understand how they are handle: • Bible/Lectern (Christianity) • Torah/Ark (Judaism)	action and explain how it is used. KNOWLEDGE: Recognise and understand the meaning of: • Cross (Christianity) • Star of David (Judaism) Explain some meaning behind: Christingle. (Christianity) • Hanukkah (Judaism)	worshippers pray. And respond to periods of stillness and reflection. KNOWLEDGE: Name different places of worship • Church (Christianity) • Synagogue (Judaism)	them and how people belong to groups including faith groups. KNOWLEDGE: Name leaders: • Vicar/Priest/ Minister/Pastor (Christianity) • Rabbi (Judaism)	the world, asking and beginning to respond to a range of questions about it. KNOWLEDGE: Begin to give opinions on questions such as: • What do Christians believe God is like? • Who made the world?	care and concern for humanity and the world KNOWLEDGE: Understand that we should take responsibility for our actions	right and wrong, just and fair. KNOWLEDGE: Understand the key message of: • David and Goliath (Judaism /Christianity)
YEAR 2 **Christianity and Islam**	SKILL: Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.	SKILL: Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions	SKILL: Give at least three examples of religious symbol or action Explain how and why they express religious meaning 3. Notice some similarities between communities.	SKILL: Participate in periods or stillness and quiet. Explore how and where worshippers connect to prayer and worship.	SKILL: Talk with others about how groups express who they are and how individuals belong to communities including faith groups 2.	SKILL: Ask and answer a range of how and why questions about belonging, meaning and truth expressing	SKILL: Tell stories and share real life examples of how people show care and concern for humanity and the world. Think, talk and ask questions	SKILL: Explain the influences of rules. Explore moral stories what is right and wrong, just and fair.

	KNOWLEDGE: Discuss significance of: • Christening (Christianity) • Aqiqa (Islam)	from which they come. KNOWLEDGE: Name holy books and understand how they are handled • Bible/Lectern (Christianity) • Qur'an/ Qur'an stand (Islam)	KNOWLEDGE: Recognise and understand the meaning of: • Cross (Christianity) • Star and Crescent (Islam) Explain some meaning behind: • Christening (Christianity) • Aqiqa (Islam)	KNOWLEDGE: Name different places of worship •Church (Christianity) •Mosque (Islam)	Describe what a leader does and why. KNOWLEDGE: Name leaders and understand roles of: • Vicar/Priest/ Minister/Pastor (Christianity) • Imam (Islam)	their own ideas and opinions. KNOWLEDGE: Able to discuss questions such as: • What do Christians believe God is like? • Who made the world?	about why people do this. KNOWLEDGE: Understand that we should take responsibility for our actions	KNOWLEDGE: Explain the importance of charity for Islam and Christianity.
YEAR 3 **Christianity and Islam**	SKILL: Using specific religious vocabulary, describe the impact of celebrations and key moments in life in some religious communities.	SKILL: 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.	SKILL: Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.	SKILL: Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.	SKILL: 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.	SKILL: 1. Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.	SKILL: Demonstrate an understanding of the importance of showing care and responsibility for the world, identifying the shared values in two communities.	SKILL: Demonstrate a reflection of moral stories and why individuals make choices about what is right and wrong, just and fair.

	KNOWLEDGE: Discuss significance of: • Eid-ul-Adha (Islam) • Christmas (Christianity)	KNOWLEDGE: Name religious artefacts and holy books and understand how they are handled • Bible/Lectern (Christianity) • Qur'an/ Qur'an stand (Islam) • Prayer mat (Islam)	KNOWLEDGE: Explain some meaning behind: • Christmas (Christianity) • Eid-ul-Adha (Islam) Explain importance of: • Genuflection, wudu, foot, washing, silence and submission to Allah (Islam)	KNOWLEDGE: Explain the role and importance of: • Mosque and the Musulla (Islam) • Church (Christianity)	KNOWLEDGE: Name leaders and discuss the roles of: • Vicar/Priest/ Minister/Pastor (Christianity) • Imam (Islam)	KNOWLEDGE: Begin to give opinions on questions such as: • What kind of world would Jesus want? • What is it like to follow God?	KNOWLEDGE: Understand that we should take responsibility for living together, values and respect.	KNOWLEDGE: Understand the key messages of: • The Good Samaritan • The Prodigal Son (Christianity)
YEAR 4 Christianity, Hinduism and Sikhism	SKILL: Describe, make connections and reflect on some religious and nonreligious worldviews studied. Use specific religious vocabulary about how celebrations and key moments in life are marked by different communities.	SKILL: 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.	SKILL: 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.	SKILL: Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought. Where appropriate express personal reflections.	SKILL: 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	SKILL: Respond to a range of challenging 'if' and 'why' questions about making sense of the world. Express personal reflections based upon this.	SKILL: Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	SKILL: Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.

	KNOWLEDGE: Discuss significance of: • The Last Supper (Christianity) • The Hindu Shrine (Hinduism) • The Langar (Sikhism)	KNOWLEDGE: Name religious artefacts, holy books and understand how they are handled • Bible/Lectern (Christianity) • Bhagavad Gita /Stand (Hinduism) • Guru Granth Sahib / Chauri (Sikhism) • Puja plate (Hinduism)	KNOWLEDGE: Recognise and understand the meaning of: • Cross (Christianity) • Om (Hinduism) • Khanda (Sikhism) Explain meaning behind: • The Last Supper (Christianity) • The Hindu Shrine (Hinduism) • The Langar (Sikhism)	KNOWLEDGE: Explain the role and importance of: • Church (Christianity) • Mandir (Hinduism) • Gudawara (Sikhism)	religious leaders. KNOWLEDGE: Name leaders and discuss the roles of: • Vicar/Priest/ Minister/Pastor (Christianity) • Priest (Hinduism) • Granthi (Sikhism)	KNOWLEDGE: Discuss possible answers to questions such as: • What kind of world would Jesus want? • What is it like to follow God?	KNOWLEDGE: Understand that we should take responsibility for living together, values and respect.	KNOWLEDGE: Explain the importance of sharing for Christianity, Hinduism and Sikhism.
YEAR 5	SKILL: Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.	SKILL: Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.	SKILL: 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.	SKILL: Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.	SKILL: 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.	SKILL: Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.	SKILL: Describe the diversity of local and national communities. Identify some shared communal values and responsibilities .	SKILL: Identify and describe how people with religious and worldviews make choices about what is right and wrong.

	KNOWLEDGE: Discuss significance of: • Jesus: Easter and the Events of Holy Week (Christianity) • Moses: Passover (Judaism)	KNOWLEDGE: Name religious artefacts holy books and understand how they are handled • Bible/Lectern (Christianity) • Torah/Ark (Judaism) • Chanukiah (Judaism)	KNOWLEDGE: Recognise and understand the meaning of: • Cross (Christianity) • Star of David (Judaism) Explain meaning behind: • Easter (Christianity) • Passover (Judaism)	KNOWLEDGE: Explain the role and importance of: •Church (Christianity) •Synagogue (Judaism)	KNOWLEDGE: Name leaders and discuss the roles of: • Vicar/Priest/ Minister/ Pastor (Christianity) • Rabbi (Judaism)	KNOWLEDGE: Begin to discuss possible answers to questions such as: • What does it mean if God is holy and loving? • 'Creation and Science' contradictory or complementary?	KNOWLEDGE: Understand the responsibilities we have for living together, the world, values and respect	KNOWLEDGE: Discuss the importance of rules: • The Ten Commandment s (Christianity) • Kosher laws from Deuteronomy (Judaism)
YEAR 6	SKILL: 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.	SKILL: Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom. Recognise and understand the impact within different communities and on individual believers.	SKILL: Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences	SKILL: Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.	SKILL: 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.	SKILL: Present a range of views and answers to challenging questions about belonging, meaning and truth.	SKILL: Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to	SKILL: 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.

	KNOWLEDGE: Discuss use and significance of: • Meditation (Buddhism) • Prayer (Christianity)	KNOWLEDGE: Name religious artefacts and holy books and understand how they are handled • Bible/Lectern (Christianity) • Tripitaka (Buddhism) • Buddha statues (Buddhism)	between and within communities. KNOWLEDGE: Recognise and understand the meaning of: • Cross (Christianity) • Wheel of Life (Buddhism) Explain meaning behind: • Meditation (Buddhism) • Prayer (Christianity)	KNOWLEDGE: Explain the role and importance of: • Church (Christianity) • Temple (Buddhism)	KNOWLEDGE: Name leaders and discuss the roles of: • Vicar/Priest/ Minister/Pastor (Christianity) • Lama (Buddhism)	KNOWLEDGE: Able to discuss possible answers to questions such as: • What does it mean if God is holy and loving? • 'Creation and Science' contradictory or complementary?	challenge how individual and collective responsibility is shaped by faith and belief. KNOWLEDGE: Understand the responsibilities we have for living together, the world, values and respect.	KNOWLEDGE: Explain human's responsibility for caring for the environment.