



Dussindale Primary School Subject Progression

*Religious Education Intent: At Dussindale Primary School we create a safe and inclusive environment where all pupils are valued, so they can confidently agree to disagree and express themselves freely. Through an understanding of others, their beliefs and their cultures children are able to develop a greater sense of self and belonging whilst practising tolerance, compassion and equality. Units of work are sequenced carefully throughout the curriculum so children have the opportunity to deepen about key religions in the world today, relating back to the local context.*

*Religious Education Implementation: Through a greater awareness of society and themselves RE supports our children to develop self worth and empathy for others. Due to the enquiry-based approach RE promotes effective communication skills through discussion of core questions. By listening to information, others views and responding with children's own perspectives RE provides an excellent vehicle for our children to develop communication skills and become critical thinkers. RE enables the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It also prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Trips and visits to religious places and buildings enrich our children's experiences within RE, having the knock on effect of framing the theoretical learning they have encountered. RE provides pupils with a deeper understanding of the wider world and their own place in the world. It encourages tolerance and respect whilst addressing the area of stereotypes and discrimination. These are areas that are vital for our children to develop as they move into society in an ever changing world of cultural differences.*

*Religious Education Impact: Furthering religious literacy, discussions can lead to children gaining hope, belief and even faith as they begin to understand the complex world in which they live. .*

Subject Discipline	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Theology</b> Thinking through believing	Children understand the story of Noah and that it is a Christian story from the old testament bible.  Children understand the Easter story is a Christian story	Children know the key concepts of Christmas and Easter.  Children understand the Bible as a sacred text for Christians and that it contains	Children understand light has important meaning in religions.  Children understand Jesus is described as the light of the world.  Children understand	Children will analyse and evaluate Biblical evidence and other sources of authority (e.g., creeds) to explain the diversity within Christianity.  Children explain	Children explain how events in society have influenced Christian beliefs.  Children will analyse and evaluate the Biblical evidence and other sources of authority (e.g.,	Children deepen their knowledge of God (Trinity), Incarnation, and Salvation and draw on sources of authority such as the Bible, creeds, tradition and different genres	Children use stories from the life of Guru Nana including the Guru Granth to explain how Sikhs make sense of the world.  Children draw on key religions to

	from the new testament bible.	different stories which are important..	the significance of light at Christmas.  Children understand light symbolises knowledge and wisdom to Hindu's .  Children talk about how Christians describe God as God the father, son and holy spirit.	how events in society have influenced Christian, Hindu and Muslim beliefs.	creeds) for the incarnation to explain why Christians call the day ~Jesus died 'Good Friday'.	and interpretation to explain why the resurrection is important to Christians.  Children use the four noble truths to explain Buddhists' response to suffering.	explain how reliable sources of authority are for believers. explain how
Philosophy  Thinking through thinking	Children recognise what is right, wrong and good in the classroom and school and make links between beliefs and behaviour.  Children know Christians worship in a church and can use their five senses to develop their reasoning to describe it.	Children develop their reasoning and make links between beliefs and behaviour when explaining why people have different views about God.  Children develop their reasoning to explain the meaning behind the behaviour and beliefs in different old testament stories.	Children draw on their knowledge of beliefs and behaviour of Christian, Hindu's and non believers to explain how the universe came to be.  Children draw on their knowledge of beliefs and behaviour of Christians and Hindus to develop their reasoning to explain the principles of the religion.	Children draw on the different views about the nature of knowledge, meaning and existence when explaining if believing in God is reasonable.  Children will draw on morals and values in Christianity, Hinduism, Islam and Judaism to explain the type of world we should live in.	Children describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.  Children give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.  Talk about the difference between knowing and believing.	Children use different views of knowledge, meaning and existence, including that of Christian Philosopher John Wesley to discuss if angels are real.  Children analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.  Children use well-chosen pieces of evidence to support and counter the argument: Is being happy the	Children give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts to deepen their learning about religion and the meaning of life..  Children analyse and evaluate reincarnation for Buddhists, Sikhs and Hindu's to put forward an argument and counter argument about whether people can come

					Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.	greatest argument in life?	back to life. .
Human/' Social Science Thinking through living	<p>Children can talk about the celebrations of Diwali and Christmas and know key stories.</p> <p>Children can talk about the celebrations of Eid al-fitr and the symbol of clothing..</p>	<p>Children can talk about the importance of Christmas, Easter, and Harvest to Christians and Holi to Hindu's.</p> <p>Children refer to key symbols and artefacts when talking about Christmas, Easter, Harvest and Holi..</p> <p>Children talk about important rites of passage, worship gathering and celebrations of a Hindu.</p>	<p>Children talk about important rites of passage, worship gathering and celebrations of a Christians.</p> <p>Children talk about the local church(es), mosques, temples, homes, symbolism and artefacts when explaining where religion is around us.</p>	<p>Children explain Hanukkah and the importance of the home and family life in Judaism.</p> <p>Children explain a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society and how they align them with the religion of Islam.</p>	<p>Children explain the impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work on the Christmas tradition</p> <p>Children will explain how the diversity of expression, customs and practices in Christianity, Hinduism, Judaism and Islam contribute to society and culture in the local area.</p>	<p>Pupils use key vocabulary and global diversity associated with the study of Buddhism.to explain its impact on culture and society across the world.</p> <p>Children explain what it like to be part of a global religious/worldview Community giving examples from Buddhism, Christianity, Hinduism, Isam and Judaism.</p>	<p>Children analyse a range of authorities to which religions might appeal Children evaluate the way in which authority might shape the life of a religious person.</p> <p>Children explain the diverse practice in relation to ceremonies and cultural festivals.</p> <p>Children understand the importance of the natural world and caring for the environment, the importance of the arts and sciences and the importance of love and relationships.</p>