



South Gosforth First School
Religious Education - Whole School Progression & Assessment

In line with the National Curriculum, the South Gosforth RE Curriculum aims to ensure:

Through our Religious Education curriculum, our pupils foster a sense of curiosity about different religions and cultures, which enables them to confidently express their ideas and beliefs. In our diverse city and country, our R.E curriculum promotes understanding and compassion, placing a heavy emphasis on community cohesion, which is supported by our 'No Outsiders' ethos.

We facilitate our children to learn both disciplinary and substantive knowledge about different world religions, practices and cultures and we build in mechanisms within our units of work to ensure that pupils can demonstrate what they know and what they have remembered, so that our teachers are best placed to take learning forward. Our R.E curriculum also plays a unique role in promoting the spiritual, moral, social and cultural development of our children, whilst supporting them to gain a greater understanding of themselves when exploring, discovering and learning more about religions and cultures within the world in which they live - Our ultimate goal is for our pupils to become confident, knowledgeable, well-informed and compassionate individuals.

As part of our broad and comprehensive R.E curriculum, we contribute towards our children's personal development and resilience, offering meaningful opportunities for creative expression. Our inclusive R.E curriculum is accessible to all - Every one of our pupils has the same starting point, with necessary adaptations, in order to prepare them to thrive in a multicultural world and participate effectively in a modern and diverse society.

	Know about and understand	Express and communicate	Gain and deploy skills
EYFS	<u>COMMUNICATION AND LANGUAGE</u> Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <u>PSED</u> See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Think about the perspectives of others <u>UNDERSTANDING THE WORLD</u> Talk about members of their immediate family and community Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries		



Key Stage 1	- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - Re-tell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom, and recognising the communities from which they come from - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities	- Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make - Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - Notice and respond sensitively to some similarities between different religions and worldviews	- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry - Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect - 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, and express their own ideas clearly in response
Lower Key Stage 2	- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect on their ideas - Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities - Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	- Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities - Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives - Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews	- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including, e.g., reasoning, music, art and poetry - Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect - 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, and express their own ideas clearly in response



Assessment Tasks

	Autumn	Spring	Summer
Year 1	1 - What does it mean to belong (within Christianity)? 2 - Why do people give gifts and how does it make us feel to give and receive gifts?	1 - How do Christians express their beliefs in practice? 2 - What symbols do Christians use to represent Easter?	1 - How do Christian and Jewish people worship God? 2 - Why is the Torah and Shabbat so important to Jewish people?
Year 2	1 - How does going to a mosque give Muslims a sense of belonging? 2 - What can we learn from these people and stories about God and humankind's relationship with God?	1 - How does God teach Christians about how to live their lives through stories and parables? 2 - Why is it believed that Jesus is a gift from God?	To evaluate and present what you have learnt about Jewish beliefs and practices
Year 3	1 - How does worshipping at home, and in the community, bring a feeling of belonging to a Hindu child? 2 - Why is the Christmas story so important to Christians and what can it teach us about being a good person?	1 - How is the Bible a source of guidance for Christians? 2 - Why is the Easter story so significant for Christians?	1 - What similarities are there between the ideas in this unit and your life, and what can you learn from them? 1 - Why is the celebration of Divali so important to Hindu's in their beliefs?
Year 4	1 - How do the practices and beliefs in Judaism help Jews to express their own identities? 2 - What is the most significant part of the Nativity story for Christians?	1 - What are the key features of religions in our local area? Compare and contrast 2 - How has Jesus been represented through the ages?	1 - Why are signs and symbols important in religion? 2 - How does our (religious) community compare to another area of Newcastle?