

Religious Education at Rolvenden Primary School

The Religious Education curriculum at Rolvenden Primary School is designed to support children in developing their understanding of the world’s religions along with the impact that it has on the lives of believers and non-believers. It is a discussion based approach and the children are encouraged to develop and share their viewpoints in polite and courteous ways. We explore the children’s own understanding of religion and teach significant theological concepts which exist within Christianity and look at the traditions, rituals and everyday experiences of believers from other faiths. As they progress through the school, children also learn about agnostic and atheist beliefs and learn how to compare and contrast different viewpoints.

Foundation Stage – Progression of Religious Education Skills	
Expected	Greater Depth
<ul style="list-style-type: none"> • Talk about things, places, times, feelings. • Talk about what people do. • Think about religions. • Recognise and identify some religious artefacts/events/stories. • Recall some simple stories. • Recall what happened in some religious events. • Get to know and use appropriate words to talk about their thoughts and feelings. • Give examples link to their own lives • Share and record occasions when things have happened in their own lives. 	<ul style="list-style-type: none"> • Say why something is special. • Retell a simple story independently.
Vocabulary	
symbol, celebrate, believe, special, miracle, prayer, angel, festival, promise, worship, The Bible, God, Christmas, Easter	

Key Stage One – Progression of Religious Education Skills

Before embarking on this progression of skills, children should be secure with all of the expectations of the Foundation Stage.

Expected	Greater Depth
<ul style="list-style-type: none"> • Talk about simple ideas. • Retell a story in increasing detail. • Talk about world issues. • Ask and suggest good questions • Offer ideas of their own. • Recognise some objects and suggest why they are important. • Identify some ways in which believers and non-believers behave. • Describe ways in which... • Collect examples of different behaviours. • Give an account of an event from someone else’s point of view. • Use creative ways to express own ideas. 	<ul style="list-style-type: none"> • Make links between what ____ taught and what ____ believe. • Respond thoughtfully. • Express own ideas about ____ in respect of their learning. • Suggest their own ideas. • Suggest meanings. • Identify some similarities and differences. • Give examples of ways that....

Vocabulary

Christian, Muslim, Jew, Sikh, Hindu Palm Sunday, Maundy Thursday, Ash Wednesday, Shrove Tuesday, Qu’ran, Torah, Guru Granth Sahib, church, mosque, temple, gurdwara, synagogue

Lower Key Stage Two – Progression of Religious Education Skills

Before embarking on this progression of skills, children should be secure with all of the expectations of the Foundation Stage.

Expected	Greater Depth
<ul style="list-style-type: none"> • Describe some ways in which believers and non-believers... • Ask questions and suggest responses to those questions. • Suggest why believers and non-believers... • Identify how believers and non-believers... • Make connections between stories. • Give examples of how and suggest reasons why... • Discuss their own and others ideas respectfully. • Explore and suggest alternative ideas and theories. • Link up questions and answers in debates. 	<ul style="list-style-type: none"> • Identify some similarities and differences. • Discuss and present their own ideas about why... • Express their own understanding. • Present their own ideas about attitudes. • Make links between key concepts and the big stories of the Bible. • Consider and evaluate... • Suggest how and why... • Express ideas about...

Vocabulary

Trinity, the Fall, salvation, disobey, forgiveness, incarnation, temptation, communion, denominations, peaceful, Humanist, values, freedom, community, conscience

Upper Key Stage Two – Progression of Religious Education Skills

Before embarking on this progression of skills, children should be secure with all of the expectations of the Foundation Stage.

Expected	Greater Depth
<ul style="list-style-type: none"> • Outline clearly events and traditions. • Give examples of ways in which believers/non-believers act. • Express opinions thoughtfully. • Present on opposing viewpoints. • Express their own understanding clearly. • Explain the impact of events and rituals. • Express ideas clearly and concisely. • Explain similarities and differences between, • Give reasons to justify points made. • Make connections between stories, events, rituals and beliefs. • Describe and reflect on own viewpoint and that of others, 	<ul style="list-style-type: none"> • Explain how different people disagree and give reasons for why. • Enquire into ____ using evidence and examples. • Investigate and explain ____ including reference to their own ideas. • Examine the learning question from multiple different perspectives. • Apply ideas in wider contexts. • Consider and evaluate.
Vocabulary	
<p>pastor, priest, judgement, agnostic, atheist, facts, interpretation, evolution, generosity, justice, statement, bereavement, grief, consequences, perspectives, commitment, reconciliation</p>	