



Beech Hill School – Religious Education Progression Document



Our RE curriculum is based on 'Believing and Belonging', the Local Agreed Syllabus for Calderdale, Kirklees and Leeds which is itself adapted from the guidance given by the RE Council. It is a curriculum that introduces children at primary age to the three Abrahamic faiths and Sikhism along with non-religious views. Content is broken down in our Progress Overview.

To enhance our curriculum, we have created opportunities to link with other faiths through inviting special visitors, trips and special assemblies.

Each RE unit is framed around an overarching enquiry question. Pupils are taught to critically think about answers and solutions which enhances their understanding of the world as well as cultivating mutual respect and tolerance for others. There is clear progression from EYFS to year 6 so that when pupils leave Beech Hill they have a breadth of knowledge on religious education preparing them for life in the real world.

The aims of RE in our school reflect the three aims of the syllabus for pupils:

A. To investigate the beliefs and practices of religions and other world views, including:

1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

B. To investigate how religions and other world views address questions of meaning, purpose and value, including:

1. The nature of religion and belief and its key concepts;
2. Ultimate Questions of belonging, meaning, purpose and truth.

C. To investigate how religions and other world views influence morality, identity and diversity, including:

3. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
4. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.



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The EYFS units of work have been broken down so that as children progress through nursery to reception they will build on prior learning. In addition, we have included some of our own bespoke planning, to reflect the religious make-up of our school and community.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2,3	Where do we live? Who lives there? F:1	How are special times celebrated? F:2 Religions studied: Christianity	What makes a good helper? F:3	What happens in spring? (Bespoke planning)	How do Muslims Celebrate Eid? Religion studied: Islam	What can we see in our wonderful world? F:4
Nursery	Where do we live? Who lives there? F:1	How are special times celebrated? F:2 Religions studied: Christianity	What makes a good helper? F:3	How do Christians celebrate Easter? Religions studied: Christianity (Bespoke planning)	How do Muslims Celebrate Eid? Religion studied: Islam	What can we see in our wonderful world? Religion studied: Christianity and Islam F:4
Reception	Where do we live? Who lives there? F:1 Religion studied: Christianity and Islam About this unit: This unit explores the concept of ‘Special Places’. Children are encouraged to talk about and experience special places, - not just the places themselves, but also the people and communities associated with them. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities. This unit sets the scene for other units in EYFS. Where this unit fits in: This unit fits in with the pupils own experiences of belonging. It builds on these experiences and sets the foundations for the Y1 unit on Belonging to a Church or a Mosque. It helps to fulfil the following requirements of the syllabus: A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.	How are special times celebrated? F:2 Religions studied: Christianity About this unit: Festivals provide a useful starting point for RE in EYFS. The unit begins with a general exploration of festivals and how they are celebrated. This is followed by a simple introduction to religious festivals through the year, including Christmas, Diwali (Hindu/Sikh), Eid ul-Fitr and Eid al-Adha). The unit aims to focus attention on religious aspects as well as cultural traditions. Where this unit fits in: This unit fits in with the pupils own experiences of celebration. It builds on these experiences and links with the Y1 unit ‘How do we celebrate special events?’ . It helps to fulfil the following requirements of the syllabus: A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.	What makes a good helper? F:3 Religions studied: Christianity and Islam About this unit: This unit explores the need to follow rules, including the ‘Golden Rule’ of treating others as you would like to be treated. It introduces concepts of friendship and explores the way in which we care for our friends and families. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed. It helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities. Where this unit fits in: This unit builds on F.1 Where do we live? It lays foundations for the Year 1 unit on caring for others. C. Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.	What can we see in our wonderful world? F:4 4Religions studied: Christianity About this unit: This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Christian beliefs about creation will be explored, including themes of thankfulness at harvest time and ideas about looking after the world. Life cycles in plants and animals will be used as a starting point to reflect on concepts death and new life in the Easter story. Where this unit fits in: This unit builds on children’s experiences of exploring the outdoors and the natural world around them. It links with later units on: How can we look after our planet? It helps to fulfil the following requirements of the syllabus: B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.	Who and what are special to us? F:5Religion studied: Christianity and Islam About this unit: This unit’s focus is learning about ourselves, recognising that we are all different but unique and special. We all have other people who are special to us, including family and friends. We all have special objects which remind us of important people, times and places. The unit goes on to explore the concept of ‘special’ in relation to the Christianity and Islam. This includes learning about Jesus and the Prophet Mohammed, listening to special stories and investigating special objects. Where this unit fits in: This unit builds on unit F.1 Where do we live? It builds foundations for work in Year 1 on special books and stories. It helps to fulfil the syllabus requirements of: B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.	



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Year 1	<p>Which books and stories are special? 1:1 Christianity & Islam (ref. to Judaism and Sikhism)</p> <p>About this unit: Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or ‘morals’) in stories, including secular tales and fables. The unit goes on to investigate special books and writings for religious believers, in particular the Bible and the Qur’an. Pupils consider why these are special and how they are respected and treated. They hear and think about special stories, some of which are contained in special books.</p> <p>Where this unit fits in: This unit introduces pupils to religious texts, a theme that will be built upon in subsequent years. Units in Years 4 and 5 extend learning by further work on stories and texts. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 2. Ultimate Questions of belonging, meaning, purpose and truth. 	<p>How do we celebrate special events? 1:2 Christianity & Islam</p> <p>About this unit: This unit allows the pupils to consider the concept of celebration. It links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days. It will help develop pupils’ understanding of celebrations, including religious festivals. It includes a study of Harvest festival, Eid ul Fitr and Sukkot.</p> <p>Where this unit fits in: The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A, covering beliefs. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>What does it mean to belong to a church or mosque? 1:3 Christianity & Islam</p> <p>About this unit: The pupils will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there.</p> <p>Where this unit fits in: The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: <ol style="list-style-type: none"> 2. Ultimate Questions of belonging, meaning, purpose and truth. 	<p>How and why do we care for others? 1:4 Christianity & Islam</p> <p>About this unit: This unit will help develop skills of questioning, explanation and awareness of what ‘caring’ looks like for different pupils and people of different faith backgrounds. It will develop skills in reflection and communication and encourage self-esteem and empathy.</p> <p>Where this unit fits in: This unit follows on from the EYFS unit ‘What makes a good helper?’, and prepares children for the Year 2 unit ‘: How can we look after our planet?’ The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aim C covering ethics and community. Specifically, it supports these elements of the syllabus:</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. 	<p>Who brought messages about god and what did they say? 1:5 Christianity</p> <p>About this unit: This unit will help develop skills of questioning, explanation and awareness of what ‘caring’ looks like for different pupils and people of different faith backgrounds. It will develop skills in reflection and communication and encourage self-esteem and empathy.</p> <p>Where this unit fits in:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts; C. Investigate how religions and other world views influence morality, identity and diversity, including: <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 	<p>Catch up any outstanding units/fill in any gaps in learning based on assessments</p>
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Year 2	<p>How is new life welcomed? 2:1 Christianity & Islam</p> <p>About this unit: Pupils will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies. They will study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. Pupils will be given the opportunity to reflect on the concept of promise and to compare different approaches to welcoming new life.</p> <p>Where this unit fits in: The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>How can we make good choices? 2:2 Christianity & Islam (ref. to Judaism)</p> <p>About this unit: The unit of work explores how people always face moral choices. It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from different religions. They also look at non-religious stories and how these exemplify some guidelines for life. They are invited to respond by considering what would make the best rules for life.</p> <p>Where this unit fits in: This unit develops prior learning on belonging, understanding the world, people and communities. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</p>	<p>How and why do people pray? 2:3 Christianity & Islam</p> <p>About this unit: An introduction to how Christians and Muslim pray. Pupils should develop an understanding of the importance of prayer to those who belong to that religion.</p> <p>Where this unit fits in: This unit further develops prior learning on understanding the world, people and communities. Pupils will be able to develop their questioning about belief. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>The nature of religion and belief and its key concepts; Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>How can we look after the planet? 2:4 Christianity, Islam and non-religious views.</p> <p>About this unit: Pupils will learn about the views of different religions/beliefs regarding the origins of the world. They will consider the ways in which religious and non religious individuals and organisations show care and concern for the planet. This unit also places the foundations for later units of work in Year 3 on caring for our world</p> <p>Where this unit fits in: The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aim C covering ethics and community. Specifically, it supports these elements of the syllabus:</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. 	<p>What did Jesus teach us and how did he live? 2:5 Christianity</p> <p>About this unit: This unit focuses on stories from the life and teachings of Jesus by exploring and responding to questions. Pupils consider what is a ‘calling’ and what was Jesus’ special role. There is a focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of the command to ‘love one another’. Through play, storytelling, simple drama, art and craft, speaking and listening activities, pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus’ teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people, pupils get the opportunity to explore how Jesus lived and how he wanted others to live.</p> <p>Where this unit fits in: This unit is part of a sequence of units primarily covering Christianity. There are five stands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers Kingdom - the teaching of Jesus about the Kingdom of God; and Christ – Christian beliefs about the significance of Jesus’ death and the belief in his resurrection.</p>	<p>Catch up any outstanding units/fill in any gaps in learning based on assessments</p>
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<p>Year 3</p>	<p>How do Jews remember God's covenant with Abraham and Moses? 3:1 Judaism</p> <p>About this unit: This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p> <p>Where this unit fits in: This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Year 1/2. It also builds on children's experiences of reading and hearing religious stories and finding meaning from them. It builds on the themes of belonging, celebration and community addressed in Key Stage 1. This unit helps to fulfil the following requirements of the syllabus:</p> <p>Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>What is spirituality and how do people experience this? 3:2 Christianity, Judaism, Islam & Sikhism</p> <p>About this unit: This unit explores the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated. The unit offers opportunities for pupils to experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance, but creative teachers may use the suggestions as a starting point to explore spirituality through other creative skills such as drama and sculpture. The use of art requires sensitivity and guidance on this is included in the notes and in the resource pack.. This study could be linked to participation in the Spirited Arts and Spirited Poetry competitions organised by the National Association of Teachers of RE http://www.natre.org.uk/spiritedarts/</p> <p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. C. Investigate how religions and other world views influence morality, identity and diversity, including: <ol style="list-style-type: none"> 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values 	<p>What do Christians believe about a good life? 3:3 Christianity</p> <p>About this unit: Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit pupils should be encouraged to reflect on the influence of Bible stories on individuals and communities. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means to lead a good life. This unit will end with an assessment task to see how well pupils can demonstrate their understanding of how Christians use the Bible to lead a good life.</p> <p>Where this unit fits in: It would be helpful if pupils have experience of the Bible and a basic awareness of its place in Christian life. They should have an understanding of who Jesus is and be aware of some of the stories concerning his life. This unit helps to fulfil these requirements of the syllabus:</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</p> <p>Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>	<p>What do the creation stories tell us? 3:4 Christianity, Judaism, Islam, Sikhism and non-religious perspectives.</p> <p>About this unit: This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories. This unit builds on from work in Y2 on how we can look after our planet.</p> <p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and Authority 2. Worship and Spirituality <p>B. Investigate how religions and worldviews address questions of meaning, purpose and values, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief 2. Ultimate questions <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions 	<p>Who can inspire us? 3:5 (additional unit) Christianity, Judaism, Islam, Sikhism and non-religious perspectives.</p> <p>About this unit: This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their teachings. They will learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.</p> <p>Where this unit fits in: This unit builds on others studied so far where important leaders for different faiths are mentioned. It is important throughout this unit that pupils also discover non-religious leaders who can inspire them. This unit helps to fulfil these syllabus requirements:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>Catch up any outstanding units/fill in any gaps in learning based on assessments</p>
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Year 4	<p>How are important events remembered? 4:1 Judaism, Sikhism and Hinduism</p> <p>About this unit: This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p> <p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>What faiths are shared in our country? 4:2 Christianity Judaism, Islam & Sikhism</p> <p>About this unit: This unit looks at different places of worship in the local and widercommunity and their significance to believers. It is important throughout this unit that teachers draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.</p> <p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</p> <p>Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human value</p>	<p>How do the five pillars guide Muslims? 4:3 Islam</p> <p>About this unit: The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam.</p> <p>Where this unit fits in: This unit of work continues on from work studied at KS1. The unit supports the agreed syllabus in Leeds, Kirklees and Calderdale which require the RE curriculum to include the study of Religion, Philosophy and Ethics. This unit primarily supports learning about Aim A of the syllabus covering Religious Studies. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>Why are Gurus at the heart of Sikh belief and practice? 4:4 Sikhism</p> <p>About this unit: This unit explores the concept of ‘guru’ in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. It begins by exploring the concept of ‘guru’ as a religious teacher before introducing Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice. It touches on the idea of Guru lineage (succession), which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib.</p> <p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts; C. Investigate how religions and other world views influence morality, identity and diversity, including: <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses 	<p>Catch up any outstanding units/fill in any gaps in learning based on assessments</p>
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Year 5	<p>Why are some journeys and places special? 5:1 Islam, Christianity, Judaism & Sikhism</p> <p>About this unit: This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p> <p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus: A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>What values are shown in codes for living? 5:2 Christianity, Islam, Judaism and non-religious approaches.</p> <p>About this unit: This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories communicate values, and the ways in which values make a difference to our lives. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas for themselves and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas.</p> <p>Where this unit fits in: This unit will help teachers to implement the Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of values that focus on goodness, truth, forgiveness, faith, honesty and similar values areas. The unit builds upon earlier learning about Christianity, Judaism and Islam, and introduces pupils to Humanism in a clear and simple manner. The unit anticipates further studies of non-religious ideas and ways of life in RE in Key Stage 3. This unit helps to fulfil the following requirements of the syllabus: A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</p>	<p>Should we forgive others? 5:3 Christianity</p> <p>About this unit: This unit will explore the partner concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allow pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences beliefs and values.</p> <p>Where this unit fits in: This unit builds on earlier learning on living a good life. The unit focuses on Jesus as reconciler in the Christian traditions. By using the Christian concepts of reconciliation between God and humanity, and examples of contemporary stories of forgiveness, pupils are to be enabled to think about their own attitudes and the challenges they face about their own values and commitments.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>What do Christians believe about the old and new covenants? 5:4 Christianity</p> <p>About this unit: This unit explores some of the different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.</p> <p>Where this unit fits in: This unit is part of a sequence of units primarily covering Christianity. There are five strands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers covenant and Christology, linking Moses and the Kingdom in the Old Testament with the birth of Jesus as the 'new covenant' and Christian beliefs about the incarnation and divinity and humanity of Jesus. This unit builds on a previous scheme in Year 1.</p> <p>This unit helps to fulfil the following requirements of the syllabus: A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts.</p>	<p>Catch up any outstanding units/fill in any gaps in learning based on assessments</p>
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Year 6	<p>How do Sikhs show commitment? 6:1 Sikhism</p> <p>About this unit: This unit further develops the knowledge and understanding of Sikhism including worship practices and invites pupils to reflect on areas of faith in action in Sikhism. The content of the unit supports pupils to understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Sikhism. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.</p> <p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including: 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion;</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 2. Ultimate Questions of belonging, meaning, purpose and truth;</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including: 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>	<p>How does growing up bring responsibilities? 6:3 Christianity, Judaism, Sikhism and extended to other religions.</p> <p>About this unit: One of the core purposes of RE is to develop pupils’ ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.</p> <p>Where this unit fits in: The unit helps to fulfil the following requirements of the syllabus: A. Investigate the beliefs and practices of religions and other world views, including: 2. Worship & Spirituality: how individuals & communities express belief, commitment, emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 2. Ultimate Questions of belonging, meaning, purpose and truth. C. Investigate how religions and other world views influence morality, identity and diversity, including: 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>	<p>What do Christians believe about Jesus’ death and resurrection? 6:2 Christianity</p> <p>About this unit: This unit explores how Christians understand the significance of Jesus’ death and resurrection, considering narratives such as: Palm Sunday and the link to kingship (John12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus’ death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs.</p> <p>Where this unit fits in: This unit is part of a sequence of units primarily covering Christianity. There are five strands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers Christology, unpacking Christian views about the nature of Jesus, the purpose of his death as a sacrifice or representative human being and Christian beliefs about the empty tomb and resurrection. This unit builds on a previous scheme in Year 5.</p> <p>This unit helps to fulfil the following requirements of the syllabus: A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>How do Jews remember the Kings and Prophets in worship and life? 6:4 Judaism and links to Islam and Christianity</p> <p>About this unit: This a second unit on Judaism in KS2. It builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p> <p>Where this unit fits in: The unit helps to fulfil the following requirements of the syllabus: Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>
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