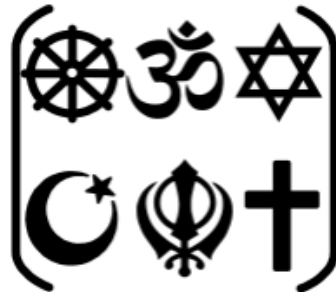




## Religious Education

### Subject Intent

At Three Bridges Primary School, we aim for children to **learn** about religions and worldviews, asking questions about their own beliefs and **respecting** the beliefs of others. We want our pupils to **achieve** an understanding of religions and beliefs, teachings, practices, and forms of expression, as well as the influence of religion on individuals, families, communities, and cultures. We would like our pupils to develop **resilience** when asking challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. We hope to achieve this through sessions that are **enjoyable** and **respectful** and where all pupils feel their views are valued. To do this we follow the PlanBee scheme of work across Key Stages 1 and 2.



Religious Education progression:

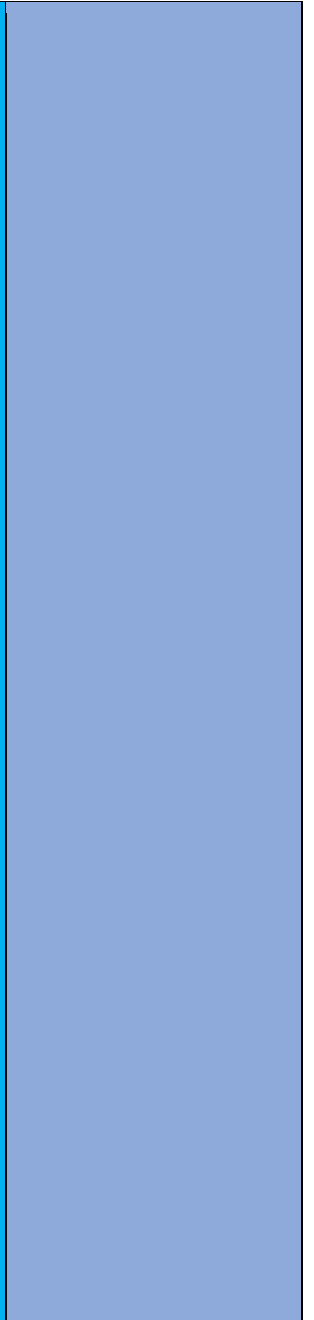
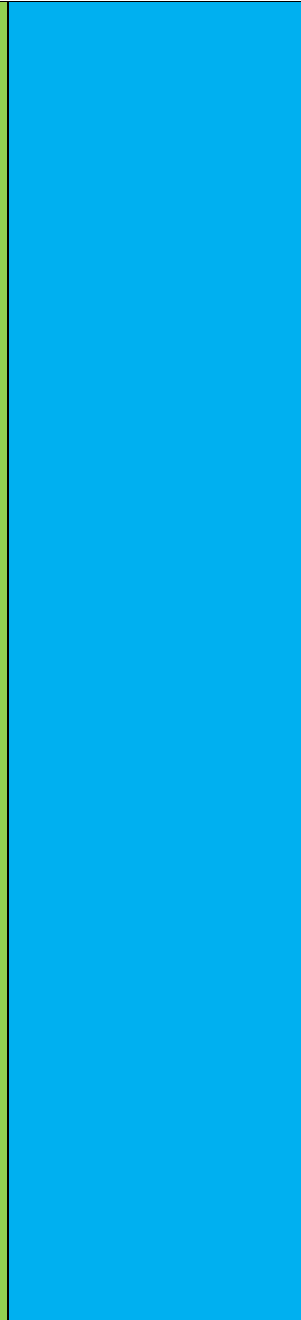
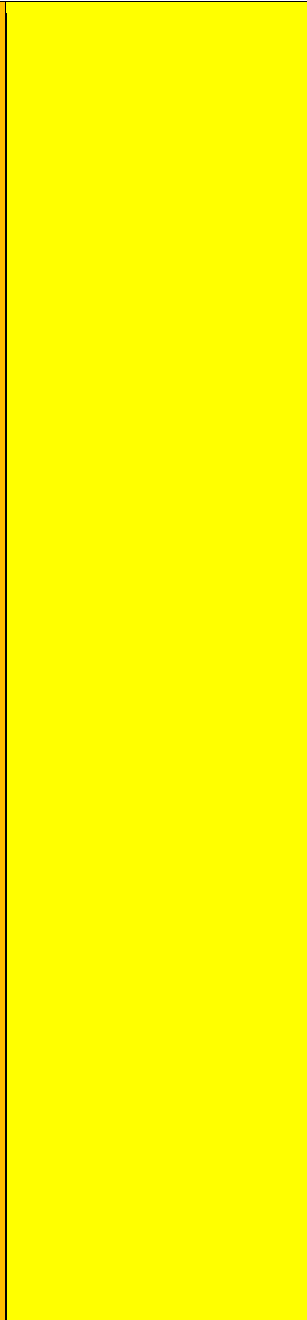
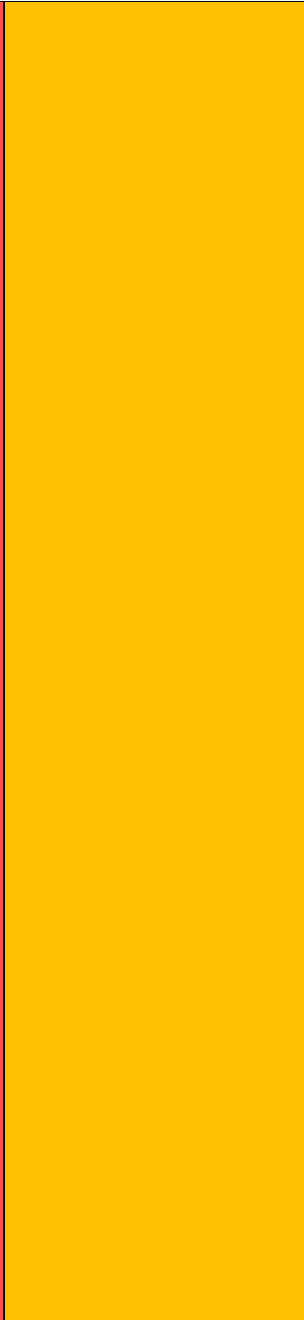
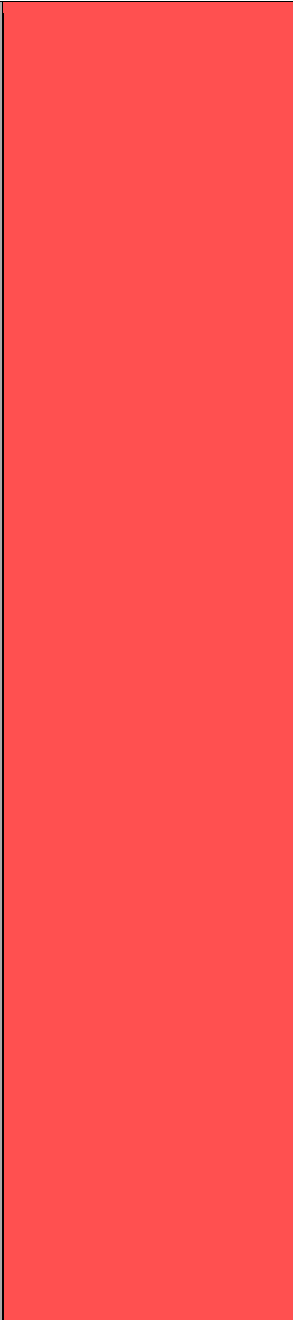
The curriculum promotes tolerance and understanding of other cultures by incorporating Festivals from the six main Religions and other worldviews.  
 For our RE sessions we use Curriculum Maestro and each year group looks at 1 festival from each of the 6 main religions throughout the year.  
 Other worldviews such as Humanitarianism are looked at in Upper Key Stage 2.  
 The progression descriptors are taken from Curriculum Maestro, but they fit in with the objects stated in the West Sussex Syllabus for Religious Education 2021.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and understanding</b>						
<p><b>Personal, Social and Emotional Development</b></p> <p>3 and 4 years Develop their sense of responsibility and membership of a community.</p> <p>Reception children See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>ELG Show sensitivity to their own and others' needs.</p>	<p>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. <b>covered x 6</b></p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. <b>covered x 5</b></p> <p>Recognise some different symbols and</p>	<p>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. <b>covered x 5</b></p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. <b>covered x 6</b></p> <p>Recognise some different symbols</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. <b>covered x 4</b></p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. <b>covered x 6</b></p> <p>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</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. <b>covered x 4</b></p> <p>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</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. <b>covered x 4</b></p> <p>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</p>

<p><b>Understanding the World</b></p> <p>3 and 4 years</p> <p>Continue developing positive</p>	<p>actions, which express a community's way of life, appreciating some similarities between</p>	<p>and actions, which express a community's way of life, appreciating some similarities</p>	<p>of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p><b>covered x 7</b></p>	<p>and teachings that arise from them in different communities.</p> <p><b>covered x 4</b></p>	<p>teachings that arise from them in different communities.</p> <p><b>covered x 7</b></p> <p>Explore and describe a range of beliefs,</p>	<p>and teachings that arise from them in different communities.</p> <p><b>covered x 4</b></p>
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<p>attitudes about the differences between people.</p> <p>Reception children Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>ELG Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences</p>	<p>communities. <b>covered x 7</b></p>	<p>between communities. <b>covered x 10</b></p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. <b>covered x 10</b></p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. <b>covered x 9</b></p>	<p>symbols and actions so that they can understand different ways of life and ways of expressing meaning. <b>covered x 8</b></p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. <b>covered x 8</b></p>
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between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences



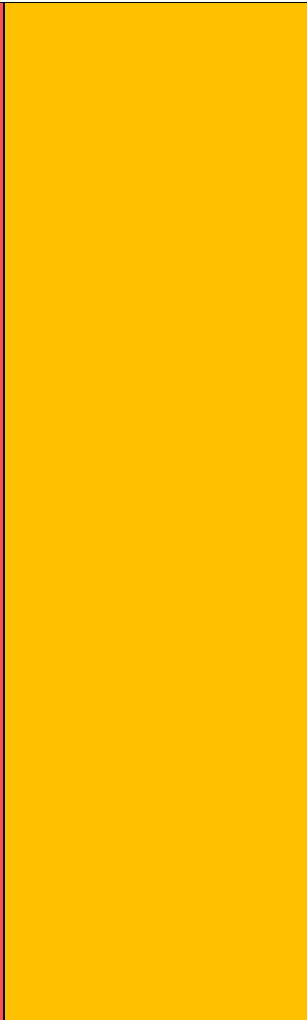
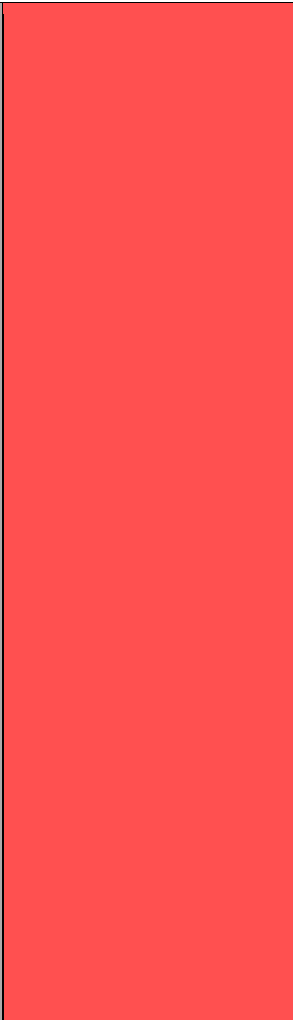
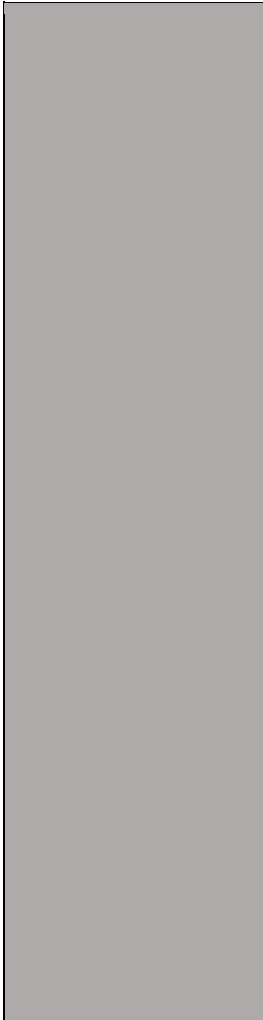
between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.						
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**Expressing ideas and insights**

<p>As above</p>	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. <b>covered x 8</b></p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. <b>covered x 5</b></p> <p>Notice and respond sensitively to some similarities between different religions and world views. <b>covered</b></p>	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. <b>covered x 8</b></p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. <b>covered x 4</b></p> <p>Notice and respond sensitively to some similarities between different religions and world views. <b>covered x 3</b></p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. <b>covered</b></p> <p>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 lives. <b>covered x 5</b></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. <b>covered x 4</b></p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. <b>covered x 3</b></p> <p>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 lives. <b>covered x 5</b></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. <b>covered x 6</b></p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. <b>covered x 5</b></p> <p>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 lives. <b>covered x 7</b></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. <b>covered x 8</b></p> <p>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 lives. <b>covered x 5</b></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. <b>covered x 5</b></p>
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					and world views. <b>covered x 2</b>	
<b>Gaining and deploying skills</b>						
As Above	<p>Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. <b>covered x 6</b></p> <p>Find out about and respond with ideas to examples of cooperation between people who are different. <b>covered x 2</b></p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response. <b>covered x 3</b></p>	<p>Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. <b>covered x 5</b></p> <p>Find out about and respond with ideas to examples of cooperation between people who are different. <b>covered</b></p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response. <b>covered</b></p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry. <b>covered x 5</b></p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <b>covered</b></p> <p>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</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry. <b>covered x 4</b></p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <b>covered</b></p> <p>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</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry. <b>covered x 8</b></p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <b>covered x 3</b></p> <p>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</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry. <b>covered x 6</b></p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <b>covered</b></p> <p>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</p>





ideas clearly in  
response. **covered x**  
**5**

ideas clearly in  
response. **covered**  
**x 3**

response. **covered**  
**x 3**

ideas clearly in  
response. **covered**  
**x 4**