

Progression in Religious Education

Intent

- Give children familiarity with the presence of major faith groups within our local and national communities.
- Foster religiously literate pupils who demonstrate tolerance and celebrate diversity.
- Develop cultural capital through enrichment opportunities and exposure to celebrations and practises of different faith communities.
- To ensure that RE is taught in a lively and engaging way.
- To ensure that RE has a high profile across the whole school.
- To use artefacts and resources to support learning.

Implementation:

- 1 Curriculum drivers (the Arts and Possibilities) shape our curriculum breadth in religious education. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and ‘threshold concepts’. Subject topics are the specific aspects of subjects that are studied.
- 5 **Threshold concepts**
 - Exploring the issue or dimension, encountering the context, following up questions and establishing new knowledge concerning religion and belief (Exploring)
 - Investigating the impact of beliefs and practices on lifestyles, attitudes and action and considering the ways in which beliefs, spiritual insights and ideas are expressed, engaging with fundamental questions to understand why people respond to life as they do (Engaging)
 - Reflecting on diversity within the dimension, and on personal responses to this diversity to develop their own standpoints and self understanding (Reflecting)
- 6 **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In Religious Education, these knowledge categories include: **Beliefs, Teachings and Sources, Practices and Ways of Life, Expressing Meaning, Identity, Diversity and Belonging, Meaning, Purpose and Truth, Values and Commitments.**
- 7 **Milestones:** For each of the threshold concepts, three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6.
- 8 **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the ‘advancing’ stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the ‘deep’ stage.

Progression through the Cognitive Domains		
Basic	Advancing	Deep
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

9. **Key vocabulary** - move the learning from basic to deep and show progression through the milestones.
10. **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.
11. Also, as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.
12. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.
 - Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
13. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
14. Our content is subject specific. We make intra-curricular links to strengthen schema.
15. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
<p>Identify and ask questions about customs associated with particular religious communities 1.4b</p> <p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p> <p>Find out about ways in which sacred texts are regarded, read and handled by believers 1.1c</p> <p>Hear and respond to stories about belonging and relating to religious communities 1.4a</p> <p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world 1.5a</p> <p>Explore stories about the lives and teachings of key religious figures 1.1b</p> <p>Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions 1.6b</p> <p>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</p> <p>Explore the preparations for and find out about the celebration of festivals 1.2b</p> <p>Listen to and ask questions about stories of individuals and their relationship with God 1.5b</p> <p>Engage with stories and extracts from religious literature and talk about their meanings 1.1a</p>	<p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a</p> <p>Compare and contrast the practice of religion in the home in different religious communities 2.2a</p> <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c</p> <p>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d</p> <p>Explore into the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c</p> <p>Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour 2.6d</p> <p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d</p>	<p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings 2.1b</p> <p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers 2.3a</p> <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a</p> <p>Investigate and reflect upon a range of religious responses to suffering, hardship and death 2.5b</p> <p>Explore the origins of sacred writings and consider their importance for believers today 2.1a</p> <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b</p> <p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b</p> <p>Find out about the activities of a local religious community and make links with key religious teachings 2.4b</p>

<p>Find out about how and when people worship and ask questions about why this is important to believers 1.2a</p>	<p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c</p>	<p>Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d</p>
<p>Explore stories from religious traditions and find out about attitudes to the natural world 1.6c</p>	<p>Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c</p>	<p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a</p>
<p>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c</p>	<p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d</p>	<p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c</p>
<p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p>	<p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b</p>	
<p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c</p>		
<p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c</p>		
<p>Listen and respond to stories highlighting the morals and values of believers in practice 1.6a</p>		

Progression in Religious Education Vocabulary		
Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
Tier 3 vocab- Key vocabulary		
Worship Culture Community Believer Festival Sacred text Moral God Angel Celebrate Creation Prayer <u>Christianity</u> Christian Baptism Harvest Church Christmas Season Wedding Hymn Ceremony Easter Vicar Bible Jesus Shepherd Genesis Alter Cross Pulpit	Practises Customs Symbol (religious) Artefact Religious significance Values Traditions Moral code <u>Buddhism</u> Monk The Eightfold Path Holi Commandments The Five Pillars <u>Sikhism</u> The 5 K's Kanga Kesh Kirpan Kara Kachera Guru <u>Hinduism</u> Hindu Puja Incense Diva lamp Kuk kum powder Mandir Brahma	Sacred Local/National/Global impact Commitment Charity Inspiration Saviour Ritual Fable <u>Buddhism</u> Dharma Karma Hiroshima (peace promotion division) <u>Christianity</u> Christian Aid Archbishop <u>Hinduism</u> Krishna Rama and Sita Diwali Ahimsa Gandhi <u>Judaism</u> Shalom Bar Mitzvah/Bat Mitzvah Shabbat <u>Islam</u> Islamic Relief

<p>Chapel Old/New Testament</p> <p><u>Islam</u> Muslim Islam Mosque Allah Qu’ran Imam Eid Ramadan Wudu Rak’ahs (prayer positions)</p> <p><u>Sikhism</u> Diwali Gurdwara Guru Nanak Church family Subha (prayer beads) Temple</p>	<p><u>Judaism</u> Jew Sabbath Sukkoth Ceremony Passover Pesach Sedar plate Rabbi Torah</p> <p>Vedas Shrine Aum Parable Psalm Goddess Lent</p>	<p><u>Humanism</u> Sidhartha Gotama</p>
Note		
<p><i>How do believers mark special occasions?</i></p>	<p>Elim Church – Pastor Chris had led assemblies on how Christians countdown to Christmas.</p>	<p>This has been revisited in discussions with the children in RE lessons where relevant.</p>
<p><i>Compare and contrast the use of symbols, actions and gestures used in worship by different communities</i></p>	<p>Year 6 children will be going on a trip to the local church (Central Jamia Mosque Rizvia) and local church (Elim Church) to be able to compare how Christians and Muslim believers’ worship.</p>	

