

# RE Disciplinary Knowledge Progression

At Parkdale we follow the Notts Agreed Syllabus.

## The Aim of RE in Nottingham City and Nottinghamshire

The curriculum for religious education aims to ensure that all pupils:

### A. Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom' found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

### B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
- Appreciate and appraise varied dimensions of religion<sup>2</sup>.

### C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

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## Which religions and beliefs are to be studied?

The Nottingham City and Nottinghamshire Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study. Religions to be studied in depth are as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements that pupils should learn about and learn from:	
4-5s Reception	Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.
5-7s Key Stage 1	A minimum of two religions are to be studied. Christianity and at least one other religion (Judaism is the recommended example). Religions and beliefs represented in the local area.
7-11s Key Stage 2	A minimum of three religions are to be studied. Christianity and at least two other religions (Hinduism and Islam are recommended).

### Non-religious worldviews in RE:

Many pupils come from families and communities that practice no religion. Many people reject supernatural explanations of human life. It is recommended that pupils study nonreligious beliefs and ways of life both before the age of 14 and during 14-19 RE. These may include examples such as Humanism and the ideas of people who describe themselves as 'spiritual but not religious'.

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## Coherence in learning: Progression in knowledge, expression and skills

This syllabus enables clear progression in learning. Pupils will gather and use rich knowledge of religions and worldviews in a systematic study. This table shows how learning in each year group can contribute to coherent progression. Increasingly challenging questions use the growing knowledge base of the pupils to deepen and broaden their learning.

Reception Curiosity and experience	5-7S Exploring and discovering	7-9S Knowing and understanding	9-11S Understanding and connecting	11-14S (schools will select some of these) Applying, interpreting, appreciating and appraising	
F1 Which stories are special and why?	Who celebrates what, and why?	What difference does it make to be a Christian?	What can we learn from great leaders and inspiring examples in today's world?	What is religion? What is it like to be a member of one particular religion in Britain today?	Where can we find wisdom to live by? Studying sources of wisdom from religions and worldviews.
F2 Which people are special and why?	How do we show we care for others? Why does it matter?	How do religious families and communities practice their faith? The example of prayer.	What is expected of a person in following a religion or belief?	What is good and right? What is wrong and evil?	Death: is it the end?
F3 What places are special and why?	Stories of Jesus: What can we learn from them?	Where, how and why do people worship?	How do people's beliefs about God, the world and others have impact on their lives?	Do the teachings of Jesus stand the test of time?	How can people express the spiritual through the arts?
F4 What times are special and why?	In what ways are churches / synagogues important to believers?	What can we learn from inspiring people in sacred texts and in the history of religions?	How are religious and spiritual beliefs expressed in arts, architecture, charity and generosity?	What can we learn from visiting places of worship?	Are the ideas of science and religion compatible?
F5 Belonging. Who are we and how do we belong?	What makes some people inspiring to others? Moses and Saint Peter	Why do some people think life is like a journey? What do different people think about life after death?	What do sacred texts and other sources say about God, the world and human life?	Why believe in God? Or why be an atheist?	Does religion make peace or cause war?
F6 Our wonderful world: how can we care for living things and the earth?	What do Jewish people believe about God, creation, humanity, and the natural world?	Christianity, music and worship: what can we learn?	How can we make Nottingham City and Nottinghamshire places of tolerance and respect?	What will make our communities more respectful? Exploring belief in action.	How do people decide what is right in relation to ethical issues?
	What is it like to belong to the Christian religion today?	How do Hindu families practice their faith?	How do religions and beliefs respond to global issues?	What does justice mean to Christians?	Does being religious make it easier or harder to be good?
	Jewish and Christian stories: How and why are some stories important in religions?	What are the deeper meanings of some Hindu festivals?	What can we learn from people who resist discrimination and persecution?	What is good and what is challenging about being a teenage believer in Britain today?	What can religions and worldviews contribute to climate justice and 'saving the Earth'?

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## Progression in language: summary of select shortlist of key words and core concepts

This table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a brief minimum that features in the plans and can contribute to coherent progression.

	Reception Curiosity+ experience	5-7s: Exploring and discovering	7-9s: Knowing and understanding	9-11s: Understanding and connecting	11-14s: Applying, interpreting, appreciating and appraising (adding to KS2 lists)
<b>The general language of religious study</b>	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.	Beliefs, teachings, sources of authority, religious expression, ways of living, religious identity, diversity and controversy, psychology, sociology and philosophy of religion, ethics, community cohesion, religious conservatism, liberalism and radicalism.
<b>Christianity</b>	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel.	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven.	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape.	Biblical authority and inspiration, intelligent design, theology, Christian ethics, 'Just war', sanctity of life, 'green Christianity'.
<b>Judaism</b>	Moses Passover Torah Synagogue	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat.	Jewish, Judaism, Moses, Exodus, Law-giver, Ten Commandments, Star of David, Passover / Pesach, Shabbat	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance	
<b>Islam</b>	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.	Last Prophet, Revelation, Shahadah, Sawm, Zakat, Ramadan, Hajj, submission to Allah, Sunni, Shi'a, Sufi, 99 Beautiful Names.
<b>Hindu Dharma</b>			Hindu, mandir, murtis, gods and goddesses, Divali, Aum.	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods and goddesses, shrines, Mahatma.	
<b>Sikhi</b>	Schools choosing to go beyond the minimum number of religions for study in this syllabus: Select age-appropriate key words for pupils to learn as they begin their studies of each religion.				Sikhi, Guru, Gurdwara, Langar, Guru Granth Sahib, Waheguru, The 5 Ks, Vaisakhi, Harimandir Sahib, Vand Chakna, Sewa.
<b>Buddhism</b>					Buddha, Dharma, Sangha, Enlightenment, 4 Noble Truths, Noble Eightfold Path, Nirvana, Meditation.
<b>Non-religious worldviews</b>	Non-religious	Humanist, Golden Rule, non-religious.	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist.	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'.	Varieties of atheism, 'new atheists', skepticism, ethical autonomy, situation ethics, secular.