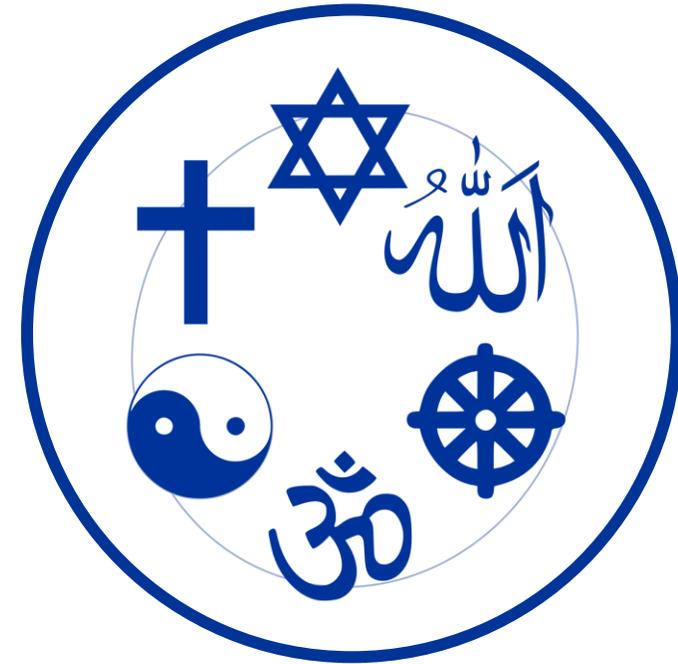


# Subject Overview

RE



*Here, children thrive...*

## Religious Education curriculum intent

Through our Religious Education curriculum, we aim to provide learners with the essential knowledge to develop their understanding of the principal religious traditions and beliefs represented in the U.K. We seek to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life. We promote the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures. Children are taught to recognise and celebrate the range of cultures and diversity within the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

**Through our study of R.E., we aim to ensure all pupils:**

Develop skills, including; Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self-Understanding, Communication, Problem Solving.

Develop attitudes in religion and world views including; Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.

## Implementation

### Curriculum structure & sequencing

We follow the agreed syllabus that has been written by the RE advisor for Cheshire West and Chester. This scheme of work does offer some flexibility as each year group has a free choice unit in the final half term of the year.

During collective worship and in class, we celebrate global dates and religious festivals. We have a weekly British Values assembly where different values are taught, explored and shared with the school. Furthermore, we have a weekly assembly that is linked to the core values of our school; kindness, honesty, determination, respect, responsibility and independence.

### Content & concepts

The curriculum is broken into different religions with each year group teaching Christianity. Even though each year group learns about Christianity it is progressive and connected with each unit building on the previous. Throughout the year groups different religions are taught and revisited. These religions are Judaism, Islam, Hinduism and Sikhism. Each Year Group also has an opportunity to take a free-choice unit that explores a spiritual or non-religious practice outside of the five main religions, such as humanism.

### Enrichment and personal development:

We enrich our curriculum through inviting different people from various religions and backgrounds to ensure that children are immersed in the diverse world we live in today.

There are close links with the local church with Key Stage 1 having weekly 'Open the book' assemblies where they get to learn about different stories from the bible in a fun and interactive way. Key Stage 2 also are involved with the church and visit during important Christian times.

### Assessment and next steps

We assess R.E. in a variety of ways. These can involve key questions, circle time, quizzes, debates and discussions, images, written work and retelling stories and parables. Assessment from the children can be verbal or written and are recorded by the teacher and are used to inform end of unit judgements.

## RE in the Early Years Foundation Stage

Religious Education (RE) finds its place within the Early Years Foundation Stage (EYFS) as a valuable aspect of the broader learning experience, even if it is not a statutory part of the EYFS curriculum. At Boughton Heath it contributes to the holistic development of children by fostering understanding, empathy, and respect for others who hold beliefs different from their own, perfectly aligning to our school values. Within the EYFS framework, RE can be integrated through the 'Understanding the World' area of learning, which encourages children to make sense of their physical world and their community.

We follow guidance provided by 'Development Matters'—which offers a non-statutory curriculum framework for the EYFS— to support out teachers in recognising the importance of children's exploration of different cultures and beliefs. This exploration is crucial for children to grasp the diverse society in which they are growing up.

By engaging with RE, children begin to build the foundations of knowledge that will support the Personal, Social and Emotional Development (PSED) goals of the EYFS, promoting tolerance and inclusivity from the earliest stages of education, as well as supporting fundamental British values.

Belonging

Celebration  
&  
observance

Who was  
Jesus?

New life

Stories

Special  
places



People, Culture and Communities

## Understanding the world – Development Matters

Children in Reception will be learning to :

- Understand that some places are special to their community.
- Recognise some similarities and differences between life in this country and life in others.

## Understanding the World – Early Learning Goals



People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences 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.

## Inclusion within RE

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However, we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within RE. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Word banks and picture resources may be supplied to assist learners with scientific language and processes.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and using tools such as targeted resources, working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.



Provide learners with targeted resources to support their learning and understanding such as prompts and visual aids.



# Boughton Heath Academy Curriculum Road Map - RE

**Year  
R**

**Belonging  
Celebration  
&  
observance**

**Who was  
Jesus?  
New life**

**Stories  
Special  
places**

**Year  
1**

**Belonging  
Why do  
Christians  
celebrate  
Christmas?**

**What do we  
think about how  
the world is  
made?  
How and why is  
Allah and  
Muhammad is  
important to  
Muslims?**

**How do  
Muslims  
express new  
beginnings?  
Free Choice  
Unit**

**Year  
2**

**What do Jews  
believe about  
God?  
How do Jews  
show their faith  
through rituals  
and practises?**

**Year  
4**

**How do Jews  
demonstrate faith  
through their  
community?  
What do Christians  
think about  
incarnation at  
Christmas?**

**How do  
Muslims  
worship?**

**What do I think  
about Jesus and  
how he is  
portrayed in  
art?  
What are my  
views about  
faith and God?**

**How do Hindus  
view  
God and celebrate  
Diwali?  
How do Christians  
use the bible to help  
with their lives?**

**Year  
3**

**Why did  
Jesus teach  
through  
stories?  
Free choice  
unit**

**Why is the bible  
a special book  
for Christians?  
Who was Jesus  
and why is he  
special to  
Christians?**

**How did Jesus teach  
about God and values  
through parables?  
How can I understand  
different Easter  
concepts?**

**How do Hindus  
worship?  
Free Choice Unit**

**Year  
5**

**Why are the five  
pillars important  
for Muslims?  
How is Muslim  
faith demonstrated  
through family life?**

**Why is  
community and  
equality  
important for  
Sikhs?  
What concepts  
do we find hard  
to understand in  
Christianity?**

**How do  
Christians  
show their  
belief in  
action?  
Free Choice  
Unit**

**Year  
6**

**What can we learn from  
Christian religious  
buildings and music?  
How and why do  
Christians worship?**

**How do Sikhs  
worship?  
Difference within  
Christianity globally  
and locally**

**What do  
Christians  
believe about  
the kingdom  
of God and  
the afterlife?  
Free Choice  
unit**

# RE Endpoints

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Belonging</p> <p>Celebration &amp; observance</p>	<p>Belonging</p> <p>Why do Christians celebrate Christmas?</p>	<p>What do Jews believe about God?</p> <p>How do Jews show their faith through rituals and practises?</p>	<p>How do Hindus view God and celebrate Diwali?</p> <p>How do Christians use the bible to help with their lives?</p>	<p>How do Jews demonstrate faith through their community?</p> <p>What do Christians think about incarnation at Christmas?</p>	<p>Why are the five pillars important for Muslims?</p> <p>How is Muslim faith demonstrated through family life?</p>	<p>What can we learn from Christian religious buildings and music?</p> <p>How and why do Christians worship?</p>
<p>Children can explain what it means to belong to something such as a family or group of people.</p> <p>Children can express what a celebration or observance of an event, person, place or time is.</p>	<p>Children know what it means to belong, to a school and community and also to a faith group. They can recognize a sign for Christian belonging and talk about what happens in a Baptism.</p> <p>Children can explain why Christmas celebrated by Christians, explaining the relevance of the gifts from the Shepherds and the Magi and recognize good news for Christians.</p>	<p>Children can explain what many Jews believe about God and some rules they follow in life. They explain parts of stories from the Torah and what these teach.</p> <p>Children can discuss artefacts Jews use in life and for celebrations. They can talk about how Jews may mark Shabbat and explain other Jewish festivals such as Purim and Hanukkah.</p>	<p>Children can retell the Ramayana in their own language and describe different characteristics of Hindu Gods and Goddesses. They can explain that Hindus believe one God is represented through different forms and explain Diwali.</p> <p>Children can articulate how the Bible is made up of many parts and testaments, and why it is so important to Christians. They can give examples of Bible stories and demonstrate how to find them in the Bible.</p>	<p>Children can describe what happens at the Seder Meal and understand how the Torah Scrolls are located in a Synagogue. They can describe how Jews worship at home and in Synagogues for different events and festivals.</p> <p>Children can retell the Christmas story and understand what this means to Christians. They can talk about the term incarnation and how this concept can be seen within Christianity.</p>	<p>Children can describe the main beliefs and worship of Muslims and how these are demonstrated through the Five Pillars of Islam. Children can draw parallels of their own life from these.</p> <p>Children can describe what Muslims do during Ramadan and what Halal food is. They comment on the importance of family in Islam and how identify and belonging fits into this.</p>	<p>Children can describe and discuss their local church and its community and artefacts. They can discuss the use of music in Christian worship and explain how this helps Christians explain and action their faith.</p> <p>Children can describe the benefits of belonging to a community and how they themselves are part of one. They explain what worship is and what this means to different people such as a Christian and a humanist.</p>
<p>Who was Jesus?</p> <p>New life</p>	<p>What do we think about how the world is made?</p> <p>How and why is Allah and Muhammad is important to Muslims?</p>	<p>Why is the bible a special book for Christians?</p> <p>Who was Jesus and why is he special to Christians?</p>	<p>What do I think about Jesus and how he is portrayed in art?</p> <p>What are my views about faith and God?</p>	<p>How did Jesus teach about God and values through parables?</p> <p>How can I understand different Easter concepts?</p>	<p>Why is community and equality important for Sikhs?</p> <p>What concepts do we find hard to understand in Christianity?</p>	<p>How do Sikhs worship?</p> <p>Difference within Christianity globally and locally</p>
<p>Children can recite and give some information about Jesus, who he was and what he did. They can also recite the main points of the Easter story and understand what new life is.</p>	<p>To retell the Biblical narration of the Creation and understand the idea of God. They notice beauty in everyday environment as well as favorite places and can explain what they consider to be beautiful.</p> <p>Children can explain Muslim's beliefs about Allah and talk about the Night of Power and Muhammad (PBUH).</p>	<p>Children can explain the Bible is a special book for Christians and that it is made up of lots of parts. They give examples of lessons it can give for lift and retell simple Bible stories.</p> <p>Children can discuss who they think Jesus is and how he is special for Christians. They describe how people followed him called disciples and can give examples of miracles Jesus performed.</p>	<p>Children can discuss their own thoughts and opinions on Jesus and support their ideas with aspects of the Bible. They can talk about how other people can see him and understand some Biblical symbols such as the fish.</p> <p>Children can order and retell the events of the Easter story, linking symbols to different parts. They describe why Christians believe Jesus died and talk about art, symbolism and prayer through this study.</p>	<p>Children can describe what a parable is and give an example of one Jesus told. They can describe the meanings behind parables and how Christians use these to make good choices in life.</p> <p>Children can order and retell the Easter story, linking symbols and describing their own thoughts and feelings. They can discuss why Jesus was put n the cross and articulate the meaning of suffering and sacrifice.</p>	<p>Children can articulate that Sikhs believe in one God and consider all people equal. They understand Sikhs respect Gurus and live according to their teachings. They can explain what happens in Gurdwara, what the Guru Granth Sahib is and what the 5Ks are.</p> <p>Children can talk about key Christian events such as Christmas and Easter, describing what the trinity is. They can articulate forgiveness and explain how this is important to Christians, along with the importance of the cross.</p>	<p>Children can describe a Gurdwara is a Sikh place of worship and talk about what happens there. They can explain how Sikhs share food at the Langar and the importance of this, drawing parallels on other world religions and their own experiences.</p> <p>Children can identify and discuss the similarities and differences between churches in their local area and compare these with others around the world. They can describe key Christian beliefs and how these can be slightly different around the world.</p>
<p>Stories</p> <p>Special places</p>	<p>How do Muslims express new beginnings?</p> <p>Free Choice Unit</p>	<p>Why did Jesus teach through stories?</p> <p>Free Choice unit</p>	<p>How do Muslims worship?</p>	<p>How do Hindus worship?</p> <p>Free Choice Unit</p>	<p>How do Christians show their belief in action?</p> <p>Free Choice Unit</p>	<p>What do Christians believe about the kingdom of God and the afterlife?</p> <p>Free Choice unit</p>
<p>Children can recite the main points of moral stories or parables and understand how a place may be special to someone / a group, such as a place of worship.</p>	<p>To know the Qur'an is the sacred text for Muslims and talk about how they use special words at the birth of a baby. Know for a Muslim, there is one God called Allah and Muhammad (PBUH) was his messenger.</p> <p>Children are confident explaining what is means to show respect and can give examples using different cultures and worldviews. They start to understand how they can show empathy and can explain what respect means.</p>	<p>Children accurately retell a parable which Jesus told and discuss why these parables are important to Christians and their beliefs.</p>	<p>Children can articulate that Muhammad (PBUH) was a prophet and that Muslims believe in other messengers called angels. They describe the importance of the Qu'an for Muslims and describe how they worship in a Mosque.</p> <p>Children can discuss who Baha'u'llah was and understand why he was important. They can talk about unity and what this means to them and others.</p>	<p>Children can articulate how Hindus recognise one of the deity and recall names of Gods and Goddesses Hindu worship. They can explain the concept of create, preserve and destroy and talk about Hindu worship at home and in the Mandir for festivals such as Holi.</p>	<p>Children use specific words to describe how people show their faith in different ways. They can draw links between teachers from different views and ask questions to further their understanding of this; learning about key people.</p> <p>Children can articulate what humanism is and how it differs to the main world religions. They can draw parallels between humanist and religious teaches and make their own comments on both giving reasons.</p>	<p>Children can retell parables told by Jesus and give the meanings and lessons contained within them. Children articulate Christians believe in an afterlife and give examples of how people can believe in heaven and what this may be like.</p> <p>Children can discuss individual identify and characteristics and talk about what the golden rule means to them. They can describe how the UK is religiously diverse and how this started, talking about where these religions began whilst discuss discrimination and stereotypes.</p>

# Progression of Skills and Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>World Religions</b>		<ul style="list-style-type: none"> <li><b>Christianity</b> – Belonging, Christmas, Creation</li> <li><b>Islam</b> – Key figures, New beginnings</li> <li><b>Free Choice</b> - Respect</li> </ul>	<ul style="list-style-type: none"> <li><b>Christianity</b> – Jesus, The Bible, Parables</li> <li><b>Judaism</b> – God, Practices and Celebrations</li> <li><b>Free Choice</b> – Life Stages</li> </ul>	<ul style="list-style-type: none"> <li><b>Christianity</b> – The Bible, Art, Personal View</li> <li><b>Hinduism</b> – God, Diwali</li> <li><b>Islam</b> – Worship</li> <li><b>Free Choice</b> – Lotus Temple</li> </ul>	<ul style="list-style-type: none"> <li><b>Christianity</b> - Incarnation, Parables, Easter</li> <li><b>Hinduism</b> - Worship</li> <li><b>Judaism</b> – Community</li> <li><b>Free Choice</b> - Humanism</li> </ul>	<ul style="list-style-type: none"> <li><b>Christianity</b> – Hard concepts</li> <li><b>Sikhism</b> – Community, Equality</li> <li><b>Islam</b> – Five Pillars, Family</li> <li><b>Free Choice</b> – Light</li> </ul>	<ul style="list-style-type: none"> <li><b>Christianity</b> – Worship, Buildings &amp; Music, Local/global, Kingdom of God.</li> <li><b>Sikhism</b> – Worship</li> <li><b>Free Choice</b> – Religious Diversity</li> </ul>
<b>Christianity</b>	<ul style="list-style-type: none"> <li>Say what prayer is.</li> <li>Understand what belonging is and how we mark occasions</li> <li>Say who I think God is.</li> <li>Talk about why the Bible is special.</li> <li>Know who Jesus was and explain the main parts of the Easter story</li> <li>Say how our families celebrate special events.</li> <li>Say where my special place is.</li> <li>Say where special places to others may be</li> <li>Explain what love is.</li> </ul>	<p><b>Christianity: What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>Talk about a practice from a religion.</li> <li>Talk about own experiences and can link these to the communities to which I belong.</li> <li>Ask questions about me, and who I am, showing awe and wonder.</li> </ul>	<p><b>Christianity: Why is the Bible a special book for Christians?</b></p> <ul style="list-style-type: none"> <li>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>Recognise some religious symbols and words.</li> <li>Ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.</li> </ul>	<p><b>Christianity: How do Christians use the Bible to help them with their lives?</b></p> <ul style="list-style-type: none"> <li>Make connections between different stories / sayings and what they teach followers of different religions / worldviews.</li> <li>Explore belief in action and make connections with my own life and communities.</li> <li>Understand the commitment and dedication needed for different faith followers.</li> <li>Reflect on own values and explore the values of believers.</li> </ul>	<p><b>Christianity: How did Jesus teach about God and values through parables?</b></p> <ul style="list-style-type: none"> <li>Describe and understand links between stories and other aspects of the communities investigated.</li> <li>Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> <li>Observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.</li> </ul>	<p><b>Christianity: Which concepts do we find hard to understand in Christianity?</b></p> <ul style="list-style-type: none"> <li>Explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.</li> <li>Observe and consider different dimensions of religion, to explore and show understanding of similarities and differences between different religions and worldviews</li> <li>Explore moral and ethical questions using examples.</li> </ul>	<p><b>Christianity: What can we learn from Christian religious buildings and music?</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews we have studied.</li> <li>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</li> <li>Discuss own and other's spiritual experiences and find connections between communities.</li> <li>Discuss issues about community cohesion and demonstrate understanding of different views</li> </ul>
		<p><b>Why is Christmas celebrated by Christians?</b></p> <ul style="list-style-type: none"> <li>Talk about a practice from a religion.</li> <li>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>Talk about own experiences and can link these to the communities to which I belong.</li> </ul>	<p><b>Who was Jesus and why is he important to Christians today?</b></p> <ul style="list-style-type: none"> <li>Start to share opinions and say what is important to myself and to others.</li> <li>Say ideas which are important to me and can say what I think to be right and wrong.</li> </ul>	<p><b>How do Christians use the Bible to help them with their lives?</b></p> <ul style="list-style-type: none"> <li>Make connections between different stories / sayings and what they teach followers of different religions / worldviews.</li> <li>Explore belief in action and make connections with my own life and communities.</li> <li>Understand the commitment and dedication needed for different faith followers.</li> <li>Reflect on own values and explore what can be learnt from the values of believers.</li> </ul>	<p><b>Why do Christians think about incarnation at Christmas?</b></p> <ul style="list-style-type: none"> <li>Describe religions and world views, connecting ideas and prior learning.</li> <li>Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.</li> </ul>		<p><b>How and why do Christians worship? What are the benefits for believers?</b></p> <ul style="list-style-type: none"> <li>Discuss own and other's spiritual experiences and find connections between communities.</li> <li>Discuss the nature of religion and compare the main disciplines which we have studied.</li> <li>Discuss issues about community cohesion and demonstrate understanding of different views.</li> </ul>

# Progression of Skills and Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Christianity</b>		<p><b>Christianity: What do we think about how the world was made and how we should look after it?</b></p> <ul style="list-style-type: none"> <li>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>Start to share my opinions and say what is important to myself and to others.</li> <li>Ask questions about me, and who I am, showing awe and wonder.</li> <li>Ask puzzling questions about Creation and God.</li> </ul>	<p><b>Christianity: Why did Jesus teach people through stories?</b></p> <ul style="list-style-type: none"> <li>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>Work together with others even if we have differences.</li> </ul>		<p><b>Christianity: How can I understand different Easter concepts?</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews we have studied.</li> <li>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas</li> <li>Discuss why worshippers choose to attend a particular place of worship and what it means to belong.</li> </ul>		<p><b>Christianity: What is the Kingdom of God and what do Christians believe about the afterlife?</b></p> <ul style="list-style-type: none"> <li>Discuss my own and other's spiritual experiences and find connections between communities.</li> <li>Explore and make personal informed responses to ultimate questions.</li> <li>Explain the religions and worldviews which I encounter clearly, reasonably and coherently.</li> </ul> <p><b>Christianity: What are some of the differences within Christianity locally and globally?</b></p> <ul style="list-style-type: none"> <li>Explain how history and culture can influence an individual and how some question these influences.</li> <li>Discuss issues about community cohesion and demonstrate understanding of different views.</li> <li>Develop insight and start to analyse the impact of diversity within a community.</li> </ul>

# Progression of Skills and Knowledge

	Year 2	Year 4
<b>Judaism</b>	<p><b>Judaism: What do Jews believe about God?</b></p> <ul style="list-style-type: none"> <li>Retell and suggest meanings to some religious and moral stories.</li> <li>Explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.</li> <li>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</li> <li>Find out about questions of right and wrong and begin to express my own ideas and opinions.</li> </ul> <p><b>Judaism: How do Jews show faith through practices and celebrations?</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions about what communities do, and why.</li> <li>Identify what difference belonging to a community might make.</li> <li>Notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>	<p><b>Judaism: How do Jews demonstrate their faith through their communities?</b></p> <ul style="list-style-type: none"> <li>Explore belief in action and make connections with my own life and communities.</li> <li>Give thoughtful responses using different forms of expression.</li> <li>Discuss why worshippers choose to attend a particular place of worship and what it means to belong.</li> </ul>

	Year 1	Year 3	Year 5
<b>Islam</b>	<p><b>Islam: How and why are Allah and Muhammad (PBUH) important to Muslims?</b></p> <ul style="list-style-type: none"> <li>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>Recognise some religious symbols and words</li> <li>Ask questions about me, and who I am, showing awe and wonder.</li> <li>Ask puzzling questions about Creation and God.</li> </ul>	<p><b>Islam: How do Muslims worship?</b></p> <ul style="list-style-type: none"> <li>Retell and suggest meanings to some religious and moral stories.</li> <li>Explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.</li> <li>Discuss why worshippers choose to attend a particular place of worship and what it means to belong.</li> <li>Make connections between different stories / sayings and what they teach followers of different religions / worldviews.</li> </ul>	<p><b>Islam: Why are the Five Pillars important to Muslims?</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</li> <li>Observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews</li> <li>Discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.</li> </ul> <p><b>Islam: How is Muslim faith demonstrated through family life?</b></p> <ul style="list-style-type: none"> <li>Discuss own and other's spiritual experiences and find connections between communities.</li> <li>Understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world.</li> <li>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.</li> </ul>

# Progression of Skills and Knowledge

	Year 3	Year 4
<b>Hinduism</b>	<p><b>Hinduism: How do Hindus view God and celebrate Diwali?</b></p> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</li> <li>Give thoughtful responses using different forms of expression.</li> <li>Consider an aspect of a religion and show differences and similarities to other religions or worldviews.</li> </ul>	<p><b>Hinduism: How do Hindus worship?</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews we have studied.</li> <li>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</li> <li>Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning.</li> <li>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.</li> </ul>

	Year 5	Year 6
<b>Sikhism</b>	<p><b>Sikhism: Why is community and equality important to Sikhs?</b></p> <ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning</li> <li>Explain the religions and worldviews which I encounter clearly, reasonably and coherently.</li> <li>Explore and make personal informed responses to ultimate questions.</li> <li>Discuss issues about community cohesion and demonstrate understanding of different views.</li> </ul>	<p><b>Sikhism: How do Sikhs worship?</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews we have studied.</li> <li>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</li> <li>Understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.</li> <li>Discuss my own and other's spiritual experiences and find connections between communities.</li> </ul>

# Assessment within RE

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within RE.

When assessing RE, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Boughton Heath Academy, we have clearly mapped out all endpoints for all the RE units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

As an organisational tool, the breakdown of this is organised on a single page as can be seen below; with the essential knowledge for each lesson being broken down:

## Boughton Heath Academy: Year 2 Religious Education Judaism: How do Jews show faith through practices and celebrations?

Waypoint	Substantive Knowledge (I know / know how...)	Disciplinary Knowledge
How do Jews celebrate Shabbat?	<ul style="list-style-type: none"> <li>Know the central concept of Shabbat: the Sabbath rest, the Christian feast, and the Jewish feast (covering) to remember and celebrate the Sabbath.</li> <li>Know that Shabbat, Jews don't work or use electricity.</li> <li>Know that Shabbat is a special tradition that brings warmth and connection.</li> <li>Know that Shabbat is a special day when Jews rest and spend time with family and friends.</li> <li>Know that Shabbat is a time of rest and joy.</li> <li>Know that Shabbat is a time of rest and joy.</li> <li>Know that Shabbat is a time of rest and joy.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and respond to questions about what communities do, and why.</li> <li>I can identify what difference belonging to a community might make.</li> <li>I notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>
What is the significance of the Ten Commandments?	<ul style="list-style-type: none"> <li>Know that the Ten Commandments are a set of rules that guide Jews in their lives.</li> <li>Know that the Ten Commandments are a set of rules that guide Jews in their lives.</li> <li>Know that the Ten Commandments are a set of rules that guide Jews in their lives.</li> </ul>	
How do Jews observe the Day of Atonement?	<ul style="list-style-type: none"> <li>Know that the Day of Atonement is a special day when Jews pray and reflect on their sins.</li> <li>Know that the Day of Atonement is a special day when Jews pray and reflect on their sins.</li> <li>Know that the Day of Atonement is a special day when Jews pray and reflect on their sins.</li> </ul>	
How do Jews observe the Festival of Sukkot?	<ul style="list-style-type: none"> <li>Know that the Festival of Sukkot is a special day when Jews live in temporary dwellings called sukkot.</li> <li>Know that the Festival of Sukkot is a special day when Jews live in temporary dwellings called sukkot.</li> <li>Know that the Festival of Sukkot is a special day when Jews live in temporary dwellings called sukkot.</li> </ul>	
How do Jews observe the Festival of Purim?	<ul style="list-style-type: none"> <li>Know that the Festival of Purim is a special day when Jews celebrate the deliverance of the Jewish people from Haman's evil plan.</li> <li>Know that the Festival of Purim is a special day when Jews celebrate the deliverance of the Jewish people from Haman's evil plan.</li> <li>Know that the Festival of Purim is a special day when Jews celebrate the deliverance of the Jewish people from Haman's evil plan.</li> </ul>	
How do Jews observe the Festival of Hanukkah?	<ul style="list-style-type: none"> <li>Know that the Festival of Hanukkah is a special day when Jews celebrate the rededication of the Temple in Jerusalem.</li> <li>Know that the Festival of Hanukkah is a special day when Jews celebrate the rededication of the Temple in Jerusalem.</li> <li>Know that the Festival of Hanukkah is a special day when Jews celebrate the rededication of the Temple in Jerusalem.</li> </ul>	
Overall key knowledge for unit	<ul style="list-style-type: none"> <li>I know how the artefacts we have used in this unit are used by Jews in their weekly lives and for special celebrations.</li> <li>I know how a Jewish family may mark Shabbat and explain some Jewish festivals.</li> <li>I know the symbols and relevance associated with the practices and celebrations of Shabbat, Purim, Hanukkah.</li> </ul>	

## Year 2

## Boughton Heath Academy: Year 3 Religious Education Christianity: How do Christians use the Bible to help them with their lives?

Waypoint	Substantive Knowledge (I know / know how...)	Disciplinary Knowledge
What is a sacred text?	<ul style="list-style-type: none"> <li>Know that the Bible is a collection of sacred texts that guide Christians in their lives.</li> <li>Know that the Bible is a collection of sacred texts that guide Christians in their lives.</li> <li>Know that the Bible is a collection of sacred texts that guide Christians in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.</li> <li>I can explore belief in action and make connections with my own life and communities.</li> <li>I understand the commitment and dedication needed for different faith followers.</li> <li>I can reflect on my own values and explore what I can learn from the values of believers.</li> </ul>
Why are there different versions of the Bible?	<ul style="list-style-type: none"> <li>Know that the Bible has been translated into many different languages to help people understand it.</li> <li>Know that the Bible has been translated into many different languages to help people understand it.</li> <li>Know that the Bible has been translated into many different languages to help people understand it.</li> </ul>	
How is the Bible used in the world?	<ul style="list-style-type: none"> <li>Know that the Bible is used in many different ways, including for teaching, inspiration, and guidance.</li> <li>Know that the Bible is used in many different ways, including for teaching, inspiration, and guidance.</li> <li>Know that the Bible is used in many different ways, including for teaching, inspiration, and guidance.</li> </ul>	
Overall key knowledge for unit	<ul style="list-style-type: none"> <li>I know the Bible is made up of many different books and is important to Christians.</li> <li>I know stories which I have come across in the Bible and can demonstrate how to find a particular book.</li> <li>I know how Christians use the Bible for guidance and how it is in many languages around the world.</li> <li>I can explore my own views and values in relation to how a Christian gains wisdom from the Bible.</li> </ul>	

## Year 3

# Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of RE, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.

RE Feedback notes and misconceptions

Term	Unit	Focus

# Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

End Point
Children can explain what Jews believe about God and how they show their faith through practices and celebrations.

**Religious Education: Year 2 Assessment**  
Judaism: How do Jews believe about God?

Overall Knowledge and Skills taken from Cheshire West and Chester Scheme of Work
Overall key knowledge for unit
<ul style="list-style-type: none"> <li>I know some of stories which are important to Jews. I can tell you some rules which Jews follow.</li> <li>I know what many Jews believe about God.</li> <li>I can explore connections between a story from the Torah and what this teaches about a Jew's relationship with God.</li> </ul>
Children emerging into the standard
Children working at the expected standard
Children exceeding the standard

End Point
Children can explain what Christians believe about God and how they show their faith through practices and celebrations.

**Religious Education: Year 2 Assessment**  
Christianity: How do Christians use the Bible to help them with their lives?

Overall Knowledge and Skills taken from Cheshire West and Chester Scheme of Work
Overall key knowledge for unit
<ul style="list-style-type: none"> <li>I know how the artefacts we have used in this unit are used by Jews in their weekly lives and for special celebrations.</li> <li>I know how a Jewish family may mark Shabbat and explain some Jewish festivals.</li> <li>I know the symbols and relevance associated with the practices and celebrations of Shabbat, Purim, Hanukkah.</li> </ul>
Children emerging into the standard
Children working at the expected standard
Children exceeding the standard

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.