Dunchurch Boughton Infant Academy
Religious Education curriculum progression

At Dunchurch Boughton Infant Academy, the curriculum provides opportunities for children to develop spiritually and develop an understanding of their own world view, whilst embracing and celebrating a diverse range of beliefs, culture and views that are important to others. At Dunchurch Boughton Infant Academy our aim is to build an RE curriculum that enables every child to flourish and to live life in all its fullness (John 10:10). This is rooted in our school vision and Christian values, linked to the parable of the mustard seed. Our teaching aims to maximise the outcomes for every child so they can learn more, remember more and understand more, exploring big questions about beliefs and how people live. Through this, they can reflect on their own ideas and make sense of what religion means to them. In Religious Education, children are provided with opportunities to learn about religions and worldviews in local, national and global contexts, preparing them to participate positively and responsibly in the experiences of life in modern Britain.

Aims

At Dunchurch Boughton Infant Academy we aim that children:

- Develop skills that enable them to make sense of the world around them
- have an empathetic sense of the diversity of belief in modern Britain
- have opportunities to experience the world through spirituality
- are supported to develop the disciplinary skills and knowledge in order to build an understanding of key religions
- are respectful of other people's ideals and beliefs
- have early opportunities to debate and discuss significant human questions
- are supported to contribute to the wider community in a positive and meaningful way
- are able to develop an understanding of their own world view and the factors that have contributed to this

* Children should have the opportunity to engage in a personal reflection at the end of each unit.

Purple – Spirituality
Red Text – The Big Question Opportunity
Blue Text - Courageous Advocacy Opportunity
Agreed Syllabus Assessment
Grey Text – Understanding Worldviews
Green Text – Disciplinary Knowledge
Blue text – Disciplinary Skills

Black text – Substantive knowledge – dependent on content taught – this does not form part of the statutory assessment but will be assessed and retrieved by school.

	Skills and knowledge taught as part of R.E. sessions:				
	Rising 3	**Pre-School**	**Reception**	**Year 1**	**Year 2**
	Understanding Christianity				
Creation (EYFS & Yr 1)	Talk about some pictures from the creation story with the support of an adult.	Pupils know that Creation story from the Bible is a Christian belief about how the world was made. Pupils can recall that Christians believe God made everything. Pupils understand that Christians believe that plants, animals and people are special because God made them. Pupils understand that people can have different beliefs but still think that we should look after the world.	Pupils are able to respond to the creation story by creating artwork that represents part of the story. Pupils understand that Christians believe all of Earth's creations are special to God. Pupils know that Christians believe God is a creator and a giver of life. Pupils can recall a way that Christian groups show thankfulness and respect for God's creation through community work. Pupils can identify the part of the big frieze that relates to Creation.	Pupils can simply retell the story of creation from Genesis 1:1-2:3 Pupils know that Creation is at the beginning of the 'big story' of the Bible, identifying elements of Creation on the big Frieze. Pupils understand that Christians believe their relationship with God is unique as he created them and gave them life. Pupils can give examples of what Christians do to say thank you to God for the creation of the world and for providing food and shelter.	
		Pupils respond to the following: What could we do to help care for the world? Pupils link to the things they do to look after animals or the environment.	Pupils respond to the following: 'How can we care for our wonderful world?' Why do we think it is important to care for the world?	Pupils respond to – What makes our world so amazing? Write a prayer or personal reflection about thankfulness.	
Incarnation (EYFS, Yr1, Yr2)	Pupils know that Christians celebrate Christmas.	Pupils know that Christmas is a Christian	Pupils can remember 3 key parts of the Christmas story (Mary being told she was	Pupils can give a clear, simple account of the birth of Jesus	Pupils can tell the story of the birth of Jesus and recognise

	Pupils know that Christmas is a Christian story about the birth of Jesus	story about the birth of Jesus. Pupils can recall that Jesus was born in a stable in the bible story. Pupils know that Christians celebrate Christmas. Pupils know Jesus is special to Christians.	going to have a baby, Jesus being born in a stable, The shepherds and wise men coming to visit) Pupils understand that Jesus was the most important Nativity character to Christians. Pupils can recall a way that Christians celebrate Christmas (e.g. Carol singing, performing in nativities). Pupils can identify some images on the big frieze that relate to the Christmas story.	and why Jesus is important to Christians. Pupils know that Incarnation is very important in the 'big story' of the Bible, identifying elements of Jesus' birth on the big Frieze. Pupils can recall at least 2 ways that Christians use the nativity story in church at at home (e.g. Carol singing, nativity scenes). Pupils can give an example of how Christians use the story of the Nativity to guide their actions and beliefs at Christmas.	the link to Incarnation – Jesus is God on Earth Pupils know that God and Incarnation are very important in the 'big story' of the Bible, identifying elements of the importance of Jesus' birth on the big Frieze. Pupils understand that advent is a time for Christians to get ready for the coming of Jesus and can recall ways in which Christians prepare to remember his birth. Pupils can identify examples from the Bible that show how Jesus was considered extraordinary (e.g. he was worshipped as a king or came to bring good news).
		Pupils respond to the following: Christians try to show generosity to others (How can we show generosity?). Pupils link to their own birthday or Christmas celebrations and identify their favourite part.	Pupils respond to the following: 'Why do Christians perform Nativity plays at Christmas?' Pupils respond to the following: Christians try to show generosity to others (How can we show generosity?).	Children have opportunities to engage with a reverse advent. Pupils respond to – Why does Christmas matter to Christians?	Children have opportunities to engage with a reverse advent. Pupils explore the lessons they might learn from the Christmas story, for example being kind and generous. Pupils respond to – Why does Christmas matter to Christians?
Salvation (EYFS & Yr2)	Recognise that a cross is important to Christians like Grace. Simply connect the celebration of Easter (e.g. holiday, chocolate) to an	Pupils know that Easter is a Christian story Pupils can recall that Jesus died on the cross in the bible story. Pupils know that Christians celebrate Easter.	Pupils can remember three key parts of the Easter story (Palm Sunday, Jesus on the cross, Jesus coming alive again, Jesus ascending to heaven)		(Pupils know that God, Incarnation, Gospel and Salvation are very important in the 'big story' of the Bible and can place these events on the Big Frieze. Pupils recall the Christian belief that Jesus showed that

	important celebration for Christians.	Pupils know Jesus is special to Christians.	Pupils can give two reasons why Jesus is special to Christians. Pupils can recall some ways that Christians celebrate Easter. Pupils can identify some images on the big frieze that relate to the Easter story.		he was willing to forgive all people, even for killing him on the cross. Pupils find 2 examples from the Easter story of Jesus giving instructions on how to behave. Christians believe Jesus builds a bridge between God and humans through forgiveness. Pupils know that this concept is called 'salvation'. Pupils recall 3 current worship examples which show that Christians believe in Jesus' death and resurrection at Easter.
		Pupils respond to the following: Christians try to show love to others (What could we do help others?). Pupils link to their own celebrations and identify their favourite part.	Pupils respond to the following: 'Do you have to be a Christian to show love and kindness to others?'		Pupils explore the story and talk about what it means to them through the lens of their world view. Pupils respond to – Why does Easter matter to Christians?
God (EYFS & Yr2)	Know that the word 'God' is a name. Listen to songs of worship.	Pupils know that God is a name. Pupils understand that Christians believe in God. Pupils understand that people can have different beliefs.	Pupils are able to talk about why Christians treat the word 'God' with respect. Pupils identify some Christian beliefs about God from the words in the Lord's prayer. Pupils know that Christians believe in God and they find out about God from the Bible. Pupils can recall a way that Christians worship God in church or at home.		Pupils identify what a parable is, simply retell the parable of the Lost Son, analysing its meaning. Pupils give an account of what the story means for Christians. Pupils know Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Pupils give at least two examples of a way in which Christians show their belief in God as loving and forgiving;

			Pupils identify the Harvest service as a time when Christians give special thanks to God. Pupils recall some ways that people show respect for God by helping their community.		for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Pupils identify 2 different types of prayer and give examples of situations when they might be used by Christians.
		Pupils respond to the following: What could we do to show respect and care for others? Pupils link to the things they think are precious.	Who is precious to us? Pupils respond to: Why is the word 'God' so important to Christians?		Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.) Pupils respond to – What do Christians believe God is like?
Gospel (Yr 2)					Pupils tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Pupils give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Pupils give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.
					Pupils respond to – What is the good news that Jesus brings?

					Write a prayer or personal reflection about peace.
	Agreed Syllabus				
F3: How do people know how to treat each other? (EYFS)  **K1.1: How might your worldview be seen in the choices you make?** (Yr 1) 	Children can talk about some of the school rules or values with visual prompts. Consider how some stories can help us make good choices.	Pupils understand that different religions use sacred texts. Pupils can listen to stories and respond to adult questions about the messages they contain. Pupils can talk simply about religious stories they have learnt.	• Confucius was an ancient Chinese philosopher who taught that wisdom involved treating others with kindness and respect. • The 'Golden Rule' is a philosophy focused on treating others how you yourself would want to be treated and is common in many different organised worldviews. • Jesus and the stories he told are important for most people with Christian worldviews and can provide inspiration for how to treat others. •Muhammad (PBUH) and the stories he told are important for most people with Islamic worldviews and can provide inspiration for how to treat others. • Stories are important in the different Dharmic traditions for inspiring people on how to treat others. • People with non-religious worldviews are also often inspired by stories when considering how to treat others	• People may show their belonging to an organised worldview through what they choose to wear. • People may show their belonging to an organised worldview through the actions they choose to take. • People can choose to express personal responsibility through different rituals, for example: worship, prayer and service. • People's worldviews can influence the way they choose to live, leading to diverse lived expressions of both religious and non-religious worldviews	
			• Pupils begin to understand how worldviews can	• Pupils begin to understand whether or not you can 'see'	

			influence behaviour e.g. kindness, right and wrong, Golden Rule. • Pupils begin to know that people have different sources for their ideas about right and wrong (e.g. the 'Golden Rule' or stories from sacred texts) but that these often line up and show agreement on how to treat each other. • Pupils begin to know some special stories from ancient texts that still hold value for many people today (such as the parables of Jesus or stories of Muhammad or Guru Nanak). • Pupils are starting to apply what is learned from sacred texts and are beginning to understand these as offering guidance for some people in real life situations (such as how to treat other people). • Pupils are starting to engage in simple reasoning, using 'because' to justify some conclusions (such as reasons for showing kindness)	somebody else's worldview through their actions. • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people. • Pupils know that asking individuals questions about their practices/lived expressions (e.g. the prayer/reflection they engage in or the charity work they do) can reveal more about their beliefs and why they do things. • Pupils can develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews. • Pupils can observe individual and communal worldviews in action within the context of local place of worship and use this to better explain phenomena from organised worldviews (e.g. prayer).	
			Pupils identify some of their own feelings in the stories they hear. Pupils respond to the following: 'How do people know what is right and what is wrong?'	Pupils respond to – 'How might you show your worldview in the choices you make?' Pupils reflect on the benefits of being part of a community and how this makes them feel.	

F2: Who are the people in Sacred stories and why might they still be important today? (EYFS)  **K1.2: Where do people turn for guidance in life?** (Yr 1 – 1-6) (Yr 2 – 7-9) 	Consider how some stories can help us make good choices. Understand that some Christians read the Bible. Jesus is a name.	Pupils understand that different religions use sacred texts. Pupils can recall that for Christians, the sacred text is called the Bible. Pupils can talk simply about religious stories they have learnt. Pupils know that there are stories about God and Jesus in the Bible. Jesus is an important person to Christians.	• Sacred stories impact people today, through celebrations, festivals or lived experience. • Jesus is an important figure for those with Christian worldviews. • The Nativity story (the birth of Jesus) has a connection with Christmas celebrations in Britain and worldwide. • Sacred stories are often important in religious worldviews and the people in them are often seen as good leaders/examples. • Muhammad (PBUH), Rama and Guru Hargobind Ji are special leaders who are sacred in Muslim, Hindu and Sikh worldviews and stories about them can be found in sacred texts and often link to celebrations. • People with Humanist worldviews will often look to other stories for guidance in life, such as fables and other important moral stories.	• Philosophy is one of the disciplines that can be used to study religion and worldviews. • There are more non-religious people living in the UK now than ever before. • Those with religious worldviews often turn to sacred texts for guidance. For example: Bible (Christian worldviews), Torah (Jewish worldviews), Qur'an (Muslim worldviews) and Guru Granth Sahib (Sikh worldviews). • The same story can be expressed differently in different sacred texts, such as the story of Noah/Nuh in Abrahamic worldviews as told in the Old Testament (Bible) Torah and the Qur'an. • Angels can be an important part of religious worldviews such as Christian, Muslim and Jewish.	• Philosophy is one of the disciplines that can be used to study religion and worldviews. The other main ones are theology (sacred texts and beliefs) and human & social sciences (lived expressions of worldviews). • Angels can be an important part of religious worldviews such as Christian, Muslim and Jewish. • Angels can also be part of non-religious worldviews or Pagan worldviews. • Recall examples and reflect on the impact that sacred stories can have on someone's world view and the choices they make.
		Pupils are beginning to understand that people believe different things. Pupils know some people have special festivals. Pupils know some people have sacred stories.	• Pupils know how people with similar worldviews might connect with each other e.g. festivals, rituals and ceremonies. • Pupils begin to know some special stories from ancient texts that still hold value for many people today.	• Pupils begin to understand what might shape a worldview • Pupils know that sacred texts are sources of beliefs (such as beliefs about God and ideas about guidance) and are beginning to understand the authority and power these can hold for some people.	• Pupils begin to understand what might shape a worldview and are able to give examples from different world views. • Pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life

		Pupils listen and respond simply to sacred stories.	• Pupils begin to know those stories often have links to what people do (e.g. Christmas activities) and what they celebrate (e.g. the Nativity). • Pupils are starting to read simple texts with their adults and are beginning to talk about what they might mean. • Pupils are starting to apply what is learned from sacred texts and are beginning to understand these as offering guidance for some people in real life situations	• Pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life. • Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice. • Pupils are beginning to ask ultimate questions and sharing their own possible answers to these. • Pupils can listen to simple passages from sacred texts (such as the Bible, Torah and Qur'an) and explain what a sacred text might mean.	and are able to make links to sources of guidance. • Pupils can read simple passages from sacred texts (such as the Bible, Torah and Qur'an, or prayer) and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. • Pupils are beginning to use simple frameworks for logic and justifying their own position beliefs
		Pupils begin to identify some of their own feelings in the stories they hear.	Pupils identify some of their own feelings in the stories they hear. Pupils respond to the following: 'What stories are special and why?' through the lens of our persona dolls world view.	Pupils identify where their guidance comes from. Pupils respond to the following: 'Where do people turn for guidance in life?' through the lens of our persona dolls world view.	Pupils identify where their guidance comes from. Pupils respond to the following: 'Where do people turn for guidance in life?' through the lens of our persona dolls world view.
F1 - How can people show they belong together? (EYFS) **K1.3: How do people with similar worldviews**	Talk about belonging in the context of their family. Develop positive attitudes about difference.	Pupils identify some groups that they belong to (e.g. school, their family) Pupils make comments on some things that happen during worship or a festival.	• Some people choose to belong to religious communities. • People can show their worldview through symbols or what they choose to wear. • Some people go to places of worship to feel close to God e.g. church, mosque/masjid/gurdwara. • Some people remember special times by celebrating	• There is freedom of religion in the UK expressed through worship, holidays, diet/food, clothes, rituals, buildings, sharing of texts and adjustments to laws. • Worship is often important in individual and communal worldviews and is a way of showing devotion to God/a deity. • Worship can be done in places of worship or at home and often involves using	

share and celebrate their beliefs? (Yr 1) 			together and we call those times festivals. • Many people feel it is important to work together to care for the world and help others. • Some people think it is important to be respectful to God by wearing particular clothes or doing certain things.	sacred objects and artefacts that are special for those worshipping. • There are festivals which show personal/ community connection with organised worldviews. Many people have or use certain objects which show personal/ community connection with organised worldviews.	
	NA: Assessed in Reception	NA: Assessed in Reception	• Pupils begin to understand what a worldview is and whether they and their family have one • Pupils know how people with similar worldviews might connect with each other e.g. festivals, rituals and ceremonies • Pupils begin to know those stories often have links to what people do (e.g. wearing certain things or visiting places of worship) and what they celebrate (e.g. festivals such as Christmas, Eid-al-Fitr and Diwali) • Pupils begin to know there are different ways that human beings can show they belong together and hold similar beliefs, and that these may differ depending on place and time • Pupils are starting to read simple texts with their adults	• Pupils begin to understand how worldviews might be celebrated and shared. • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people. • Pupils know that observing worldviews in action (e.g. celebration of a festival or the actions of a communal worldview in a specific place of worship, such as use of artefacts for worship) can help them to better understand what is happening. • Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice (such as those linked to ceremonies and festivals). • Pupils can develop a simple survey (2-3 questions) to	

			and are beginning to talk about what they might mean • Pupils are starting to explore specific expressions of what it might mean to be part of a community and what 'belonging' might mean (e.g. being together in a place of worship, wearing certain things or celebrating festivals together)	better understand the lived expression and beliefs of different worldviews. • Pupils can observe individual and communal worldviews in action within the context of a local place of worship and use this to better explain phenomena from organised worldviews (e.g. how different festivals are celebrated or how different ceremonies are conducted).	
		Pupils talk about an occasion that was special to them. Pupils respond to the following: How can we show welcome to other people?	Pupils respond to the following: 'Where do you belong?' 'How do you know you belong?' through the lens of their own world view. Pupils share and record occasions when things have happened in their lives that made them feel special	Pupils begin to reflect on their own world view and those of their families. Pupils respond to the following: 'How do people with similar worldviews share and celebrate their beliefs?' through the lens of our persona dolls world view.	
K1.5: What is most important for different people? (Yr 2) 					• Many worldviews (including Christian and Muslim) believe in one God. • In different worldviews, there are inspirational individuals that provide guidance to believers (e.g. Jesus, Prophet Muhammad, Guru Nanak). • Inspirational books are important to many religious and non-religious worldviews. • Buddhist traditions are almost exclusively non-theistic worldviews, meaning it is a worldview without a God but

					with an inspired individual, namely the Buddha. • What might be important to individuals can depend on their background, location, history of belief.
					• Pupils begin to understand the important questions a worldview might seek to answer • Pupils know that ideas about right and wrong/good and evil often come from ancient texts or the ideas of philosophers of the past (including sources of inspiration and guidance for those with Humanist worldviews). • Pupils know that people may interpret sacred texts differently (leading to different things being important for different people) and that the way in which sacred texts are understood can change over time. • Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people. • Pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life

					(e.g. such as about God or what is most important in life). • Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. • Pupils are beginning to ask ultimate questions and sharing their own possible answers to these. • Pupils can engage in simple debates and discussions, using statements as a focus for talk and the formulation of reasons.
					Pupils identify what is important to them. Pupils respond to the following: 'What is most important for different people?' through the lens of our persona dolls world view.
K1.6: Why has the Coventry Blitz shaped Christian worldviews both locally and globally? (Yr 2) 					• Coventry's medieval cathedral was destroyed by German bombs during the Coventry Blitz in November 1940. • Two symbols emerged from the rubble and carry lasting significance as signs of peace and reconciliation: the charred cross and the cross of nails. • Coventry Cathedral is an important place for many people locally from a range of worldviews. • Peace and forgiveness are often important in worldviews

					but can be understood differently. • Provost Howard used the words of Jesus on the Cross as a call to forgiveness towards the Germans and everyone involved in the war: Father Forgive. • Coventry Cathedral is an important place for many people locally from a range of worldviews and has significance for some people from outside of this local area and in the wider world. • Reconciliation is an important term meaning bringing two parties back together after there has been a conflict but can also be about bringing people who are different together.
					• Pupils begin to understand how a local area can shape a communal worldview. • Pupils know that religious art and symbols can have theological and spiritual meanings. • Pupils know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews).

					• Pupils can explain historical events simply, making connections with their significance and meaning today. • Pupils can make simple interpretations of sacred religious art and symbols- simply thinking about what art might be showing to the viewer.
					Pupils reflect on the importance of forgiveness. Pupils respond to the following: 'Why has the Coventry Blitz shaped Christian worldviews both locally and globally?'