



Progression of Skills: RE

At DJS we are aiming to move to an enquiry based curriculum for RE. We focus on the enquiry around CONCEPTS:

CONCEPTS A: Common to all people e.g. celebration, power, belonging

CONCEPTS B: Shared by many religions e.g. God, worship, symbolism

CONCEPTS C: Unique to a particular religion e.g. Dukkha (Buddhism)

The key skills are: Communicate, Apply, Enquire, Contextualise, Evaluate (within the religion and without the religion i.e. outside of it)

End of year expectations from the Hampshire Living Difference III syllabus (December 2016):

End of Year 4:

Communicate: Children can describe their own responses to the human experience of the concepts studied.

Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.

Enquire: They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).

Contextualise: They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.

Evaluate: They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

End of Year 6:

Communicate: Children and young people can explain their own response to the human experience of the concepts explored.

Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.

Enquire: Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).

Contextualise: They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.

Evaluate: They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.



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Year	Autumn	Spring	Summer
Lower school cycle B	CREATION Stone Age to Iron Age (Iron Rocks!)	SACRED PLACES Mountains, rivers and coasts. (Mountain High... River Deep)	CEREMONIES AND RITUALS The Egyptians (Tomb Raiders)
notes	<p>Creation - How was the world created? - beliefs in different cultures/religions</p> <p>Images - Angels (Christmas) – How do different images impact religious beliefs? Looking at images and stereotypes.</p>	<p>Why are sacred places important for different religions?</p> <p>Look at sacred places for Christians, Jews and Muslims. Look at a church, mosque and synagogue.</p> <p>How are they different? How are they the same? What symbols are found in sacred places? How would a religious person feel if they were banned from going to their sacred place?</p> <p>Sacred Places</p> <p>Existing units to support: Water as a symbol/ cross as a symbol</p>	<p>Existing units: Ceremonies (death ceremonies)</p> <p>How do people celebrate life?</p> <p>How do people celebrate key moments in their lives? – birth, marriage, confirmation?</p> <p>What happens when people die?</p> <p>How is this the same/different in different religions?</p>
Key assess.	<p>I can explain what creation means to Christians and to me.</p> <p>I can explain what angels mean to Christians and to me.</p>	<p>I know the difference between a sacred place and a special one.</p> <p>I can describe different sacred places for different religions.</p>	<p>I can explain the importance of ceremonies for different religions</p> <p>I can describe a Christian death ceremony.</p>



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Lower school cycle A	FREEDOM What did the Romans do for us? (Rotten Romans)	RELIGIOUS FIGURES Natural Disasters and Rainforests (What a disaster!)	FESTIVALS/FOOD Saxons and Vikings (Kingdom Invasion)
Notes	Ritual – Sukkot Christmas Existing: Holy – Mary as a mother	What makes a good leader? Who are the key religious figures for Christianity, Judaism and Islam? Compare religions – contrast and compare including beliefs? What did they have in common? What were their messages? Why did people follow them? How important are they to religious people today? How have these figures shaped the world we have today?	Symbolic food – last supper Freedom – Passover
Key assess	I can recognise rituals in different religions. I can explain the concept of Holiness. I can explain how people show reverence in a holy place.	I can compare two different religions and explain how they are the same and different. I can explain some key beliefs about different religions. I will be able to be still and reflect	I can explain the significance of food in religious rituals. I understand the importance of freedom for different religions.



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Upper School cycle B	COMMUNITY	PEACE	SUFFERING
notes	Umma - Community Christmas -Prophecy – Magi	Enlightenment – 8 fold path Peace – Buddhism Easter story (Living Difference) to lead into suffering next term	Dukkha – suffering Buddhism and link to Easter story Forgiveness – Jesus’s parables
Key assess	I can describe a personal response to the concept of community. I can explain the importance of UMMA to Muslims. I can explain the concept of prophecy.	I can explain why peace is important to Buddhists. I can compare the concept of peace in different religions. I can explain how Jesus’s suffering before his death is significant to Christians	I can explain the concept of suffering (Dukkha) I can explain how suffering affects people’s lives and how people manage it. I can explain how forgiveness is portrayed in Jesus’s teachings



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Upper School cycle A	SACRED BOOKS	POWER	JOURNEYS
	Water as a resource and renewable energy (Fuelling the Future)	Ancient Greek democracy and monarchs past and present (Power!)	Evolution and inheritance (Discovering Darwin)
Notes	Sacred books Christmas -Interpretation – comparing Mark and Matthew versions of nativity. How do they differ? Why do they differ?	What is power? Who has it? Who has the most power? What types of power are there? What power does God have? Is it the same in Islam and Christianity? Do all religions have a powerful figure? Do you need power to have control? Can the balance of power change? Resurrection – power of God in Jesus’s resurrection	Rites of Passage
Key assess	I can explain how sacred texts give wisdom to different religions I can explain why wisdom is important today I can explain why there are different gospel accounts of Jesus’s birth	I can explain how God’s power is significant for Christians and Muslims	I can explain why rites of passage are important to people.