

RELIGIOUS EDUCATION AT ALBAN CITY SCHOOL

(See Herts Agreed Syllabus 2023 – 2028 for more detail and the supporting non-statutory guidance, Religion for Today and Tomorrow to support planning.)

At Alban City School, we believe that RE is a vital part of children’s education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils that go above and beyond our curriculum. It features as a key element in our behaviour policy, which states: ‘We recognise children and adults as individuals and respect their rights, values and beliefs.’

The RE curriculum is taught using the Hertfordshire Agreed Syllabus. It aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. It will develop children’s abilities and understanding of different religions and cultures so they can engage in life in an increasingly diverse society in modern Britain.

Each year group will cover the eight key areas of RE in the programme of study, which include: Beliefs and Practices, Sources of Wisdom, Symbols and Actions, Prayer, Worship and Reflection, Identity and Belonging, Ultimate Questions, Human Responsibility and Values and Justice and fairness. They can be taught in any order.

Children will follow a coherent and systematic study of the principal religion of Christianity across each key stage. This will be achieved by using the resource ‘Understanding Christianity’ to develop a deeper understanding of Christianity and ensure progression across the year groups. The children will be introduced to the other 5 principal religions represented in Great Britain by the end of key stage 2. Each year group will teach Christianity and one other religion. Other world views including Humanism, atheism, agnosticism will also be covered every year to give children a broad and balanced view.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Faiths and beliefs represented in the cohort	Christianity Judaism World views	Christianity Hinduism World views	Christianity Islam World views	Christianity Sikhism World views	Christianity Judaism World views	Christianity Buddhism World views
Enhancements	Visit from parents in cohort linked to special days in their religion	Visit from Rabbi	Visit to Church Visit from Vicar	Visit to Mosque Visit from Imam	Visit to Gurdwara	Visit to Synagogue Visit from Rabbi	Visit to temple Visit from Humanist

Beliefs and practices	Recognise that people have different beliefs and celebrate special times in different ways.	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities
Sources of wisdom	Listen and respond to religious stories	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers

Symbols and actions	Communicate about people, places and religious symbols and artefacts	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities	Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities	Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities
Prayer, worship and reflection	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection Understand that some places are special to members of their community	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces

Identity and belonging	<p>Show awareness of things and people that matter to them and link this to learning in Religious Education</p> <p>Understand that some places are special to members of their community</p>	<p>Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why</p>	<p>Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why</p>	<p>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders</p>	<p>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders</p>	<p>Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</p>	<p>Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</p>
Ultimate questions	<p>Use imagination and curiosity to develop their wonder of the world and ask questions about it</p>	<p>Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions</p>	<p>Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions</p>	<p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</p>	<p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</p>	<p>Present a range of views and answers to challenging questions about belonging, meaning and truth</p>	<p>Present a range of views and answers to challenging questions about belonging, meaning and truth</p>

Human responsibility and values	<p>Explore how people show concern for each other and the world around them</p>	<p>Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this</p>	<p>Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this</p>	<p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</p>	<p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</p>	<p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p>	<p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p>
	Justice and fairness	<p>Understand what is right, wrong and fair</p>	<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair</p>	<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair</p>	<p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>	<p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>	<p>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p>

Progression of Understanding Christianity Units across the school

Term	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Autumn		Judaism	Hinduism	Islam	Sikhism	Judaism	Buddhism
	UC – F.2 – Core - Why do Christians perform nativity plays at Christmas?	UC – Incarnation Core - 1.3 – Why does Christmas matter to Christians?	UC – Incarnation Digging Deeper - 1.3 – Why does Christmas matter to Christians?	UC – People of God – 2a.2 - core – What is it like to follow God? Additional – How is Christmas celebrated in the UK	UC – Incarnation 2a.3 What is the Trinity? Additional - How is Christmas celebrated across the world? Link The Trinity to Christmas – God the Son	UC – Incarnation 2b.4 – Core – Was Jesus the Messiah?	UC – Incarnation 2b.4 – Digging Deeper – Was Jesus the Messiah?
Spring		Judaism	Hinduism	Islam	Sikhism	Judaism	Buddhism
	UC – F.3 – Core - Why do Christians put a cross in the Easter garden?	UC – Salvation - Core - 1.5 – Why does Easter matter to Christians?	UC – Salvation Digging Deeper- 1.5 – Why does Easter matter to Christians?	UC – Salvation – 2a.3 – core – Why do Christians call the day Jesus dies Good Friday?	UC – Salvation – 2a.3 – Digging Deeper – Why do Christians call the day Jesus dies Good Friday?	Salvation – 2b.6 –Core - What did Jesus do to save human beings?	Salvation – 2b.7– Core – What difference does the resurrection make to Christians?
Summer		Judaism	Hinduism	Islam	Sikhism	Judaism	Buddhism
	UC – F.1 – Core - Why is the word God so important to Christians?	UC –Core - 1.1 What do Christians believe God is like?	1.2 – core Who made the world?	UC - Kingdom of God – 2a.6 When Jesus left what was the impact of Pentecost?	UC- Gospel – 2a.4 – Core – What kind of world would Jesus want?	UC – God – 2b.1 – Core - What does it mean if God is holy and loving?	Creation – 2b.2 – Core – Creation and Science – contradictory or complementary?

				Creation – 2a.1 – Core – What do Christians learn from the Creation Story?	Creation – 2a.1 – Digging Deeper – What do Christians learn from the Creation Story?		
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