



Intent for Religious Education and World Views

At The Mary Bassett Lower School, we recognise that as people grow-up, they find their own values and beliefs that guide their lives. We understand that we have a world full of differences. Cultural and religious differences can drive creativity, spark interest and fascination but can also create tensions. To quote the RE Agreed Syllabus 2024-2029,

'The place of religious education in the lives of children and young people keeps changing, but some things are constant. Every person, growing up, finds their own values and beliefs by which to live. The tensions of our differences are creative and fascinating for most of us, but occasionally they cause conflict. The contested place of religious and non-religious worldviews in the modern world is controversial and challenging, influential and significant in our communities. For these among many reasons it is vital for our schools to help children and young people to develop their own ideas and ways of living, to learn to be reasonable about belief and religions and to learn to be respectful to those who see the world differently, learning from them and clarifying their own worldviews.'

Through the use of the R.E. Agreed Syllabus 'Religion and Worldview in education: Identities, Meanings, Values', 2024-2029 (Beds Borough, Central Beds and Luton) our principle aim, at Mary Bassett Lower School, is to support the children in their journey through our school to explore what they believe, what other people believe and what differences this makes to how people live. This enables our pupils to gain the knowledge, understanding and skills that they need to help them handle questions and feelings raised by religion and belief and to be comfortable being amongst people that are different to themselves. Teachers will use art, drama, music, writing and speaking and listening activities to engage the children. The children will be encouraged to ask questions about life and religions. These questions may not have any obvious answers but they will be thought provoking questions for children to explore and ponder on.

Each year group follows planning guidance for units of learning from the Agreed Syllabus with a key question to consider for each unit. The curriculum is structured to enable children to experience different religions in the Early Years and Key Stage 1 before exploring a religion in greater depth in Key Stage 2. The approach to teaching RE is to use the learning environment as a calm, safe place in which the children can express their thoughts and opinions and listen respectfully to those of others. This enables the children to consider the choices people make in their lives and elements that may influence these choices based on varying life beliefs and experiences.

Religious Education Progression Map

Key skills	Reception	Year 1	Year 2	Year 3	Year 4
Making sense of belief	- re-tell religious stories, talking about what they say about the world, God, human beings - recognise some religious words, e.g. about God - begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus - recognise and re-tell stories connected with celebration of Easter say why Easter is a special time for Christians - identify a sacred text e.g. the Bible or the Torah - begin to recognise that for Christians, Muslims or Jews,	- identify what a parable is - know the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - give clear, simple accounts of what the story means to Christians - recognise that stories of Jesus' life come from the Gospels - give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians - recognise the words of the Shema as a Jewish prayer	- tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' - give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - recognise that Jesus instructs people about how to behave - recognise a special time pupils celebrate and explain simply what celebration means - identify and name at least three different religious festivals, giving two facts about each one - identify a belief that connects to a festival,	- recognise what a 'Gospel' is and give an example of the kinds of stories it contains - offer suggestions about what texts about baptism and the Trinity mean - give examples of what these texts mean to some Christians today - identify and describe how key actions, features and artefacts help people worship in different religions - explain the meanings of examples of texts that believers use in worship - consider questions about the belief that worship can bring peace, comfort or challenge	- identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - offer informed suggestions about the meaning of the Exodus story for Jews today - identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean - offer informed suggestions about the

	these special things link to beliefs about God	• retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) • give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah • recognise the words of the Shahadah and that it is very important for Muslims • identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • give examples of how stories about the Prophet Muhammad show what Muslims believe about him • recognise that incarnation and	e.g. 'they do it because they believe ...' • identify a belief about God linked to what a holy book says (29th Sept) • recognise that sacred texts contain stories which are special to many people and should be treated with respect • identify at least three symbols of respect used by members of a religion when they use their holy book • identify a story or text that says something about each person being unique and valuable • give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • identify a story or text that says something about the beautiful Earth	• Identify and describe key Sikh beliefs and values including Waheguru and Sewa • explain examples of texts such as the Mool Mantar • consider questions about the belief that all humans are equal to God • identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean • make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) • identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an • make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how	meaning and importance of ceremonies of commitment for religious and non-religious people today • identify and describe how festivals from at least three religions are celebrated, using the right words • explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show • consider questions about the belief that God is at work in human life, and stories which show this should be celebrated • identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • make links between religious beliefs and
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		salvation are part of a 'big story' of the Bible • tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) • recognise that Jesus gives instructions about how to behave • recognise that there are special places where people go to worship, and talk about what people do there • identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship	• give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) • give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world • identify at least three people from religions who are admired as good followers of God • describe stories that are told by and about special people in two religions • identify a belief about a religious leader	Muslims submit to God) • identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian	teachings and why people try to live and make the world a better place • recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • offer informed suggestions about what the events of Holy Week mean to Christians • give examples of what Christians say about the importance of the events of Holy Week • make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • offer informed suggestions about what the events of Pentecost in Acts 2 might mean
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Understanding the impact	• say how and when Christians may like to thank their Creator • recall simply what happens at a traditional Christian festival (Christmas) • recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. • talk about some ways Christians remember these stories at Easter • recall simply what happens at a traditional Christian infant baptism and dedication • recall simply what happens when a baby is welcomed into a religion other than Christianity recognise that some religious people	• give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) • give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God) • give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas • give examples of how Jewish people celebrate special times (e.g. Shabbat,	• give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless • give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) • give simple examples of the ways a festival makes a difference, e.g. to emotions, to families • talk about features in festival stories that made people feel happy or sad and compare them with	• describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • make simple connections between sacred texts and the ways believers worship today • describe how people show devotion in different religions	• make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • describe how Jews show their beliefs through worship in festivals, both at home and in wider communities • describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • identify some differences in how people celebrate commitment (e.g. different practices of

	have places which have special meaning for them • talk about the things that are special and valued in a place of worship • talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)	Sukkot, Hanukkah, Pesach) • make links between Jewish ideas of God found in the stories of the Torah and how people live • give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • give examples of how Muslims use the Shahadah to show what matters to them • give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads)	pupils' own experiences • notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness • recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say • give simple examples of 'hidden messages' in faith stories, or wise sayings • give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • give examples of how religious teaching encourages care for other people	• make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' • describe how people show their Sikh identity in dress, behaviour and values • describe how Hindus show their faith within their families in Britain today (e.g. home puja) • describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between	marriage, Christian baptism) • make simple connections between sacred texts and the practice of religious festivals today • describe how people show devotion to God and commitment to key values in their festivals • identify similarities, differences and generalities in relation to the festivals they study • make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek) • describe some examples of how people try to live (e.g. individuals and organisations) • identify some differences in how
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Making connections	• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the	• think, talk and ask questions about whether they can learn anything from the story for	• think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or	• make links between some Bible texts studied and the idea of God in Christianity, expressing clearly	• raise questions and suggest answers about whether it is good for Jews and everyone else to

	world think about the wonders of the natural world, expressing ideas and feelings • talk about what people do to mess up the world and what they do to look after it • talk about people who are special to them • say what makes their family and friends special to them • make connections with personal experiences and religious stories they hear • talk about ideas of new life in nature and make connections with religious symbols and signs of new life in nature • share and record occasions when things have happened in their lives that made them feel special	themselves, exploring different ideas • give a reason for the ideas they have and the connections they make • think, talk and ask questions about Christmas for people who are Christians and for people who are not • decide what they personally have to be thankful for, giving a reason for their ideas • ask some questions about what Jewish people celebrate and why • talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people • give a good reason for their ideas about whether any of these things are good for them too	if there are things for anyone to learn about how to live, giving a good reason for their ideas • think, talk and ask good questions about big days in different religions • talk about links between how people celebrate today and old stories • notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts • talk about what they like in the stories from sacred texts that they hear • think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people • suggest feelings and reactions of characters at key	some ideas of their own about what Christians believe God is like • give good reasons why they think ceremonies of commitment are or are not valuable today • raise questions about why believers value worship • express their own ideas about the meaning and value of worship • give good reasons for their views about worship and prayer • raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas	remember the past and look forward to the future • make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas • raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • make links between ideas of love, commitment and promises in religious and non-religious ceremonies • raise questions about what is worth celebrating and why, suggesting answers of
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	• talk about somewhere that is special to themselves, saying why • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • express a personal response to the natural world • identify some of their own feelings in the stories they hear	• think, talk about and ask questions about Muslim beliefs and ways of living • talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too • think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas	points in faith stories, and suggest meanings in the stories • ask and suggest answers to questions arising from their learning about holy books • think, talk and ask questions about what difference believing in God makes to how people treat each other • give good reasons why everyone (religious and non-religious) should care for others • think, talk and ask questions about what difference believing in God makes to how people treat the natural world • give good reasons why everyone (religious and non-religious) should look after the natural world	• raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim • make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas • make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas	their own with reasons • make links between different religions, which all celebrate the triumph of goodness over evil • raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better • make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas • express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views • raise thoughtful questions and suggest
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		● think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas ● talk about what makes some places special to people, and what the difference is between religious and nonreligious special places	● think, talk and ask good questions about leadership and inspiration ● notice and find out about the different ways leaders are admired in different religions ● talk about links between the work and the question: who inspires me?		some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions ● make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas
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