



Religious Education Progression of skills
The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools



EYFS	
ELG - Areas of Learning	Reception Development Matters 2020 Statements
<p>Personal, Social and Emotional Development</p> <p>Show an understanding of their own feelings and those of others</p> <ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Show sensitivity to their own and to others' needs <p>Understanding the World</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none">• Know some similarities and differences between the 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. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Learn new vocabulary.• Describe events in some detail. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none">• See themselves as a valuable individual.• Express their feelings and consider the feelings of others.• Think about the perspectives of others.• Talk about members of their immediate family and community. <p>Understanding the World</p> <ul style="list-style-type: none">• Understand that some places are special to a member of their community.• Recognise that people have different beliefs and celebrate special times in different ways.• Recognise some similarities and differences between life in this country and life in other countries

Government Advice

Religious Education is not a statutory part of the National Curriculum, but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.' Section 279 (1) School Standards and Framework Act. Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Areas to cover in the non-statutory guidance

Each Local Authority will have an agreed syllabus, so it is important that RE subject leaders are aware of the agreed syllabus to allow for the correct coverage in their school. These three areas should underpin the breadth of coverage of RE in schools:

SMSC, Personal Growth and Development, and Community Cohesion Beliefs and Teachings (from various religions) –Understanding the key teachings of various religions

Rituals, ceremonies and lifestyles (from various religions) – Exploring the day-to-day live and practices of various religions

How beliefs are expressed – Understanding how books, scriptures, symbols, art and readings convey beliefs

Time to reflect and personal growth –Showing an appreciation for how religion plays an important role in people's lives;

Exploring identity and who we are Values (in your own life and others' lives) – Showing an appreciation for what people value and how it is an important aspect of their life; making sense of right and wrong and choices we make.

RE should aim to:

- Provoke challenging questions
- Encourage pupils to explore their own beliefs
- Enable them to build their sense of identify and belonging

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Learning about Religious Beliefs	<ul style="list-style-type: none"> • Explore and talk about faith stories. • Explore and talk about different festivals and celebrations from different religious groups. • To recognise the main festivals celebrated in the Christian Calendar. 	<ul style="list-style-type: none"> • Remember and talk about a faith story. • Know who a faith story is special to and why it might be important to a believer. • Use the right names for things that people might do in a religion. • Recognise and talk about religious art, symbols and words. • Talk about things that are similar for different religious people 	<ul style="list-style-type: none"> • Describe what a believer might learn from a religious story. • Describe what some things religious people do as part of their faith that are similar and different. • Use religious words to describe some of the different ways of people show their beliefs. • Describe some of the different ways people show their beliefs using religious words, symbols or art 	<ul style="list-style-type: none"> • Make links between the beliefs of different religious groups and show they come from particular teachings and sources. Relating to the believer's lives. e.g. scriptures. • Use the correct vocabulary to describe and compare practices and experiences which may be involved in belonging to different religious groups. • Explain how believers have expressed their religious beliefs in a range of styles and words, and suggest reasons for this. • Express religious beliefs in a range of styles and words used by believers and explain what they are trying to convey.
Learning from Religious Beliefs		<ul style="list-style-type: none"> • Talk and ask about things that happen to themselves, their friends or families. • Talk about things that they can learn in stories, including religious stories. • Talk about what is important to themselves and to other people, including religious believers. • Show respect for the feelings of others 	<ul style="list-style-type: none"> • Recognise and compare some of the things which influence themselves e.g. family, friends, faith. • Ask ('big') questions about life and communicate some of their ideas for answers. • Link things that are important to themselves, and other, with the way people think and behave (what they are committed to) 	<ul style="list-style-type: none"> • Ask questions about the diversity of groups people choose to belong to, and suggest answers which refer to people who have inspired and influenced themselves and others. • Ask questions about the meaning and purpose of life, and suggest an answer of their own, as well as one given by a member of a religious group. • Compare a range of ideas about the meaning and

				<p>purpose of life from religious and non-religious groups.</p> <ul style="list-style-type: none"> • Suggest what might happen as a result of different moral decisions, including those made with reference to religious and non-religious beliefs/values.
Key Vocabulary	<p>VIP, treasure, God, harvest, celebration, Nativity, crib, costume, Hero, prayer, cathedral, Lent Cross, symbol, Easter, Palm Sunday, vicar, Precious, special, unique, thanksgiving Caretaker, service, environment</p>	<p>Baptism, Christening, Christian. Jewish, Mitzvah, Tikkun Olan, Tzadakah box Parable, Bible, Prayer, Lord's Prayer, worship Pentecost, Holy Spirit, Ascension Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony Yom Kippur, Rosh Hashanah, Shofar Advent, annunciation Allah, Muslim, prophet, Islam, Qur'an, Muhammad Resurrection, Good Friday, Good Sunday, celebration Trust, creed Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew</p>	<p>Parable, reconciliation, Desmond Tutu Bismallah, Salat, Adhan, Muezzin, mu'adhin Karma, moksha, samsara, reincarnation, soul Sacrifice, holy week, crucifix The Lord's Prayer, parable Exodus, Passover, Sedar, Shavuot, Omer William Booth, Salvation Army, sin Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine Dharma, Raksha Bandhan, murti, Diwali, divas Guru, Guru Nanak, Guru Granth Sahib, Waheguru Great Commission, Pentecost, Marks of Mission Sikh, Kaur, langar, Patka, Gurdwara</p>	<p>Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit Revelation, Hira, Gabirel, recite, Hafiz, Madrassah Krishna, yoga, moksha, Bhakti, Gita, Janmashtami Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah Passover, Eucharist, Holy Communion, thanksgiving Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation Divine, incarnate, Emmanuel, ichthus,- humanity, identify, Anglican, creed, christingle Kaaba, Ummah, Hajj, Tawhid Brahman, Atman, Namaste, deities, Ahimsa Buddha, Dharma, Sangha, Triple Gem, five moral precepts, Wesek, laity, monastic Resurrection, creed, hallelujah, collect, euphemisms. Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies</p>