

Religious Education Progression Document

Religious Education Progression in knowledge and skills

Curriculum Intent

We want our children to be informed, respectful members of society who celebrate diversity and strive to always understand others. Therefore, our curriculum is designed to help our children to gain the substantive and disciplinary knowledge they need to understand Religious Education. We want the curriculum topics to inspire children's curiosity, so they want to know more and remember more. The curriculum is planned so children are given opportunities to play and gain hands on experience and talk about their own experiences. Our curriculum will help children to develop their knowledge of beliefs and practices of religion and worldviews.

Curriculum Implementation

- Through professional development all staff gain the necessary subject knowledge to teach Religious Education to a high standard. Teachers have access to medium term planning.
- We will develop children's understanding of Religious Education through high quality teaching and carefully thought-out sequences of lesson
- We will ensure children understand different beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community, and the environment.
- We will teach children to consider their own responses to questions about the meaning and purpose of life.
- We will ignite children's enthusiasm and curiosity children to consider their own responses to questions about the meaning and purpose of life.
- We will enable children to think critically developing skills of enquiry, debate, interpretation, and problem solving so they understand that they can make informed opinions.
- We will develop the skills to communicate Religious Education knowledge, using subject specific vocabulary, through a variety of written, electronic, oral, and visual forms.

Concepts are an integral part of learning about a religion and can be seen as a 'golden thread' that runs through our units of work.

Specific	Resurrection, creation
Common	worship, symbolism, morals
Human experiences	Tradition, spirituality, values
Experiences	celebrating, festivals

Substantive and disciplinary knowledge in computing

Children need substantive knowledge in RE (e.g., Understanding beliefs and teachings) and disciplinary knowledge (how to work things about, reason and problem solve). They will be taught to make connections, theories, similarities, and differences children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.

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National Curriculum Aims		End of Early Years Foundation Stage		End of Key Stage 1		
		Understanding the World ELG People, Culture and Communities				
		<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>		<ul style="list-style-type: none"> Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. Appreciate and appraise varied dimensions of religion. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively Enquire into what enables different communities to live together respectfully for the well-being of all Articulate beliefs, values, and commitments clearly in order to explain reasons why they may be important in their own and other people's lives 		
Substantive Knowledge	Key Concept	Nursery		Reception	Y1	Y2
		Birth-3	3–4-year-olds	5-year-olds	6-year-olds	7-year-olds
<p>To understand beliefs and teachings</p> <p>Describe some of the main festivals, celebrations and teachings of religion.</p>	<p>Tradition Tradition plays a part in everybody's life. All families and communities have their own traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the</p>	<p>Children will make connections between the features of their family and other families.</p>	<p>Children with support of a teacher will talk about a special times or events for family or friends.</p>	<p>Children will talk with the support of a teacher about some of the main festivals, celebrations and teachings of a religion.</p>	<p>Children will talk and describe some of the main festivals, celebrations and teachings of a religion.</p>	<p>Children will describe and explain with some detail the main festivals, celebrations and teachings of religion.</p>

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	reasons for many of the celebrations that we share as a nation, as a smaller local community or as families.					
Vocabulary		Party Family	Celebrations Birthdays Diwali Christmas Easter	Christians Church Celebrations Festivals Harvest Wedding Christening Chinese New Year	Rama and Sita Eid Sukkot Wise Men Shove Tuesday Remembrance Sunday	Fasting Ramadan Angels Message Ash Wednesday Lent
Know about and understand. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between Communities Identify, investigate and respond to questions posed by, and responses offered by, some	Tradition Tradition plays a part in everybody's life. All families and communities have their own traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we	Children will make connections between the features of their family and other families.	Children with support of a teacher will talk about a special timer or events for family or friends.	Children will talk about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Children will recall, name and describe different beliefs and practices.	Children will describe and explain in some detail and find out the meanings behind beliefs and practices.

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of the sources of wisdom found in religions and worldviews	share as a nation, as a smaller local community or as families					
	<p>Morals</p> <p>As children and young people develop a sense of identity they will internalise definitions of right and wrong and use these in a range of situations both personal and philosophical. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people’s beliefs and experiences. They will also be able to evaluate their own and others’ values in order to make informed, rational and imaginative choices. When children are able to explore the issue of</p>	Children will develop play around favourite stories using props.	Children will listens to and demonstrates comprehension by talking about significant ideas from the text.	Children will begin to re-tell and talk about some religious and moral stories.	Children will talk about, retell and describe some religious and moral stories and explore sacred writings and sources of wisdom and recognising the communities from which they come.	Children will describe and explain meanings to some religious and moral stories.

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	morality it is hoped that they are able to independently make sensible choices when faced with moral decisions.					
Vocabulary		Stories	Family, friends,	Christian, God, bible	Christian, Jewish, creation, beginning, God, life, creatures, light, dark, land, earth, Bible, Testament, Qur'an, Jesus, Prophet Muhammad	Islam, mosque Wudu, Qur'an Special, Holy, sacred Prayer, worship
To understand practises and lifestyle Recognise, name and describe some religious artefacts, places and practices.	Worship When exploring the concept of worship children are not being taught to worship, they are being taught about worship. This will enable them to make links between worship and faith. In turn children will develop a deeper understanding of the reasons that some people possess the beliefs that they do and why some people conduct themselves in the	Children will notice differences between people.	Children will enjoys joining in with family/nursery customs and routines.	Children are supported to talk about some religious artefacts, places, and practises during structured activities.	Children will talk about and describe their growing knowledge of some religious artefacts, places, and practices.	<i>Children will describe, explain and have an in-depth understanding of some religious artefacts, places and practices which are described in interesting ad accurate detail.</i>

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	way that they do. This will contribute towards an understanding and respect of other members of our multi-faith society					
<p>To understand how beliefs are conveyed.</p> <p>Name and explain the meaning of some religious symbols.</p>	<p>Symbolism</p> <p>Children and adults will be exposed to many different symbols throughout their life. In religious education this concept will explore the use of symbols within faith communities. Children will therefore develop a deeper background knowledge of common symbols that they may see in their everyday lives, for example when attending weddings or baptisms. This along with the other concepts will again contribute to helping children to develop deeper understanding and tolerance of many</p>	<p>Children will notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Children will recognise symbols in the environment and their own name, or part of it, in print.</p>	<p>Children will talk about and name with the support of a teacher the meanings of some religious symbols.</p>	<p>Children will talk about, name and describe some religious symbols and their meanings. They will recognise some different symbols and actions which express a community's way of life.</p>	<p>Children will name and describe with interesting and accurate detail some religious symbols and recognise similarities between communities.</p>

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	different communities					
Vocabulary		Print	Symbol, print, numbers, letters	Place, Church, celebration, cross, hot cross bun	Symbols, Artefacts, Synagogue, Gudwara, Holy, Sacred, Special, Bible, Testament, Qur'an, Surah, palm cross, crucifix	Mosque, Symbols, Actions, Gestures, Metaphors Muslim artefacts, Prayer mat, Topi, Qur'an, Qur'an stand, Star and Crescent Moon, Eid cards.
<p>To reflect :</p> <p>Identify the things that are important in one's own life and compare these to religious beliefs.</p> <p>Relate emotions to some of the experiences of religious figures studied.</p> <p>Ask questions about puzzling aspects of life.</p>	<p>Spirituality</p> <p>Spirituality is viewed as beliefs, practices, and experiences that shape and create a way of knowing and living that may be informed by religious ritual, tradition or may not have any religious basis. When exploring spirituality, children will explore their own thoughts and ideas and look at their own identity. They will use the idea of spirituality to express their own opinions and ideas on some of the deeper questions that they may have</p>	Children will make connections between the features of their family and other families.	Children with support of a teacher will talk about a special timer or events for family or friends and our communities.	Children can talk about important aspects of one's own life and how this compares to religious beliefs which are explored.	Children can talk about and describe with good explanations how important aspects of one's own life compares to religious beliefs.	Children can describe and explain aspects of one's own life and compared to religious beliefs from a number of religions.
		Children can feel strong enough to express a range of emotions.	Children can talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Children can talk about with the support of a teacher emotions and links pointed out to the experiences of some of the religious figures.	Children can describe and explain how emotions relate to some of the experiences of religious figures.	Children can describe and explain in some interesting detail emotions and related well to some of the experiences of religious figures.
		Children are beginning to ask simple questions	Children begin to questions why things happen and gives explanations.	Children can talk about during structured discussions some questions about puzzling life.	Children can give opinions during discussions and some questions are raised about some puzzling aspects of life.	Children can give well-considered opinions and justifications during discussions, about some puzzling aspects of life.

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	about the world around them.					
Vocabulary		Family Friend	Happy, sad, angry, worried, events	Emotions, Questions World, Celebrations	Beliefs, Puzzles, Mysteries Questions, Big ideas, Religion	Puzzling aspects in life, religious figures, religious beliefs
To understand values: Identify how one has to make choices in life.	Values We want to assist children to have good values, morals, and ethics. Our personal values are influenced by a number of things and are developed as we grow. By exploring the values of others, including British Values children will be able to think deeply about their own values and develop as an individual.	Children have a growing independence to make choices.	Children begin to make own choices selecting and using activities and resources, with help when needed.	Children can talk about during structured discussions, how one must make choices in life.	Children can talk about and describe that we must make choices in life.	Children can describe and explain and have a good understanding that one must make choices in life, including some that are very difficult.
Explain how actions affect others.		Children are beginning to understand how others might be feeling.	Children can begin to talk about behaviours in other people that they appreciate and behaviours that they don't like.	Children can talk about and have an awareness of how actions affect others.	Children can talk about and describe how actions affect others in a variety of ways. Some of which can be explained.	Children can describe and explain with interesting detail and a good understanding that actions affect others in a wide variety of ways.
Vocabulary		feelings	Choices feelings	Actions	Choices in life	Beliefs,