

Religious Education Progressive Skills Document



The RE curriculum provides pupils with an understanding of the following **'ways of knowing'**. Children use strategies for learning from these disciplines to investigate and question religions and worldviews:

Theology

- The study of the nature of God and religious belief, practice and traditions.

Philosophy

- The study of the fundamental nature of knowledge, reality and existence.

Social Sciences

- The branch of science devoted to the study of societies and the relationships among individuals within those societies.

Key concepts: (not exhaustive)

Through the RE curriculum, pupils will develop an understanding of the following key concepts. These concepts are revisited through different units as pupils move through the school. By the end of primary school, children will know and understand these key concepts.

- **Faith**
- **Rituals**
- **Celebration**
- **Stories (Holy Books)**
- **Communities**
- **Identity**
- **Belonging**

Second order concepts:

Weaved through each unit of RE, there are opportunities to explore the following second order concepts:

- **Forgiveness/reconciliation**
- **Choice (right/wrong)**
- **Promises**
- **Symbolism**
- **Identity**
- **Freedom**
- **Values**
- **Commitment**
- **Memories**
- **Promises**
- **Love**
- **Trust**

By the end of EYFS, children will:

- Consider what makes them unique and special.
- Look at different festivals (Christmas, Easter, Harvest, Eid, Diwali, Chinese New Year) and explore food and clothes linked to them.
- Introduce and use multi-syllabic vocabulary, such as religion, community, Christian.
- Listen to longer stories, remembering much of what happens.
- Read stories from religious traditions. For example: A wet and windy Harvest for Puddles, Puddles and the Christmas Play, together with The Tiny Ants and Seven New Kittens adapted from traditional Muslim stories (Gill Vaisey, www.booksatpress.co.uk)

- Explore places of prayer, worship and reflection and talk about what happens there.
- Talk about people who are special to us, who belongs to our family and look at photos. Celebrate belonging to a family and community, birthdays and naming ceremonies, meeting and talking with faith members from the community.
- Show care and concern for each other and the people in the community who help us.
- Explore the natural world and respond to questions such as What makes the world a wonderful place? Model and encourage responses to 'why' questions such as 'Why should we look after the world?'

By the end of key stage 1, children will:

- Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. (Y1)
- Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group. (Y1)
- Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences. (Y1)
- Retell and suggest meanings for some religious and moral stories and say how they influence people today. (Y1)
- Consider and make responses to big questions from different worldviews. (Y1, Y2)
- Express ideas and opinions about moral questions of right and wrong. (Y2)
- Share ideas and examples of cooperation between people who are different. (Y2)
- Recall different beliefs and practices, naming key words, key figures and core beliefs. (Y2)

By the end of key stage 2, children will:

- Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today. (Y3, Y5)
- Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. (Y3, Y4, Y5, Y6)
- Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. (Y3, Y5, Y6)
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. (Y4)
- Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions. (Y4, Y5, Y6)
- Articulate the responses of different religions and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. (Y4, Y6)
- Offer some answers to ultimate questions from different religious and non-religious perspectives. (Y4, Y6)
- Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. (Y5)

Progressive Objectives:

Our progressive objectives show what pupils should know and be able to do in each unit of learning from Y1-Y6. The key concepts of RE are developed through each unit and contribute to the *End of Key Stage* statements. These are used to support planning and the ongoing assessments of pupils' work.

Y1 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
1.1 Belonging	<p>Recall some of the symbols, artefacts and rules associated with belonging to a faith group.</p> <p>Recognise some similarities between faith groups</p> <p>Talk about what it means to belong and understand the importance of a promise.</p>	<ul style="list-style-type: none"> • Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. • Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group.
1.2 Worship	<p>Recall the important features of a place of worship and say how they are used.</p> <p>Say why a local place of worship is important for many people.</p> <p>Recognise which holy books are special to different religions.</p>	<ul style="list-style-type: none"> • Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.
1.3 What a wonderful world	<p>Recall Christian/Jewish beliefs about God and creation stories, adding some details</p> <p>Retell a creation story using relevant vocabulary and say where the story comes from</p> <p>Ask their own 'wondering' questions about the world</p> <p>Talk about ways of caring for the world</p>	<ul style="list-style-type: none"> • Retell and suggest meanings for some religious and moral stories and say how they influence people today. • Consider and make responses to big questions from different worldviews.

Y2 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
2.1 Lead us not into temptation	<p>Respond sensitively to decisions about what's right and what's wrong.</p> <p>Respond respectfully to people of different faiths and cultures.</p> <p>Recognise differences and similarities between school rules and religious rules.</p>	<ul style="list-style-type: none"> Express ideas and opinions about moral questions of right and wrong. Share ideas and examples of cooperation between people who are different.
2.2 Believing	<p>Recall and name key beliefs from different religions</p> <p>Recognise similarities and differences between the key beliefs of different faiths.</p> <p>Suggest two examples of religious beliefs which lead into action.</p>	<ul style="list-style-type: none"> Recall different beliefs and practices, naming key words, key figures and core beliefs.
2.3 Questions, questions	<p>Suggest answers to Big Questions from different religious perspectives</p> <p>Describe what different religions believe about God</p>	<ul style="list-style-type: none"> Consider and make responses to big questions from different worldviews.
Y3 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
3.1 Remembering	<p>Compare the ways in which festivals are celebrated in the community and across the world.</p> <p>Explain the link between the rituals associated with celebrations and the stories behind them.</p>	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. Describe and show understanding of links between different sacred texts and how those faith teachings

		influence communities and society today.
3.2 Founders of Faith	Recognise the key events in the lives of some faith founders and the impact they made. Describe and make links between the teachings of faith founders.	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.
3.3 Sacred Places	Discover the milestones in life for different religions and respond to the way they offer a sense of identity and belonging. Recognise what makes a place sacred and suggest reasons why.	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.
Y4 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
4.1 Communities	Explain what makes a community. Describe the contribution of a religious group to their community.	<ul style="list-style-type: none"> Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
4.2 People who inspire us	Explain what prompts people to commit to an ethical cause Explain and give reasons why a person of faith devoted themselves to a cause. Give examples of altruistic actions in the community.	<ul style="list-style-type: none"> Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions. Articulate the responses of different religions and non - religious worldviews to ethical questions, including ideas

		about what is right and wrong and what is just and fair.
4.3 Our world	<p>Reflect and present ideas about the origin of the universe</p> <p>Offer reasons why it is important to look after the Earth.</p> <p>Describe what different religions say about the attributes of God.</p>	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. Offer some answers to ultimate questions from different religious and non-religious perspectives.
Y5 Units of learning	<p>Essential core knowledge, skills and understanding</p> <p>Theology-Philosophy-Social sciences</p>	These contribute to the following End of Key Stage statements
5.1 Expressions	<p>Identify the importance of symbolism in the expression of beliefs.</p> <p>Describe different forms of worship and spiritual expression and explain where they might take place.</p>	<ul style="list-style-type: none"> Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
5.2 Faith in action	<p>Identify the origins and make connections between the different faith teachings.</p> <p>Give a considered response to the challenges of following a faith.</p>	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
5.3 Pilgrimage	<p>Identify and explain why people may participate in a pilgrimage.</p> <p>Describe and show understanding of actions carried out by a pilgrim.</p>	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. Show understanding of the challenges of commitment to

		a community of faith or belief, suggesting why belonging to a community may be valuable.
Y6 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
6.1 Justice and Freedom	Explain hopes and dreams for a just community and a just world. Discuss barriers to reconciliation and harmony and the power of forgiveness.	<ul style="list-style-type: none"> • Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. • Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.
6.2 Living a Faith	Explain and give reasons about how personal milestones engender a sense of identity. Discuss and give examples of how participating in rites of passage have an impact on religious communities.	<ul style="list-style-type: none"> • Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages, and rituals. • Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
6.3 Hopes and visions	Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view. Explain and give examples of how people of different faiths respond to the question ' <i>Who is god?</i> '	<ul style="list-style-type: none"> • Offer some answers to ultimate questions from different religious and non-religious perspectives.