

Westgate CP School and Nursery Progression of Skills: Religious Education



The document below has been designed to show how we will cover all of the relevant RE knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content to their year group's topic.

EYFS - We have selected the Early Learning Goals that link most closely to the Art National Curriculum		
Personal, Social and Emotional Development		
Self-Confidence and Self-Awareness	Managing Feelings and Behaviour	Making Relationships
<ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Children say when they do or don't need help. 	<ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable Children work as part of a group or class, and understand and follow the rules Children adjust their behaviour to different situations and take changes of routine in their stride. 	<ul style="list-style-type: none"> Children play co-operatively, taking turns with others. Children take account of one another's ideas about how to organise their activity. Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Understanding the World (People and Communities)		Understanding the World (The World)
<ul style="list-style-type: none"> Children talk about events in their own lives and the lives of family members Children know that other children don't always enjoy the same things, and are sensitive to this Children know about similarities and differences between themselves and others, and among families, communities and traditions 		<ul style="list-style-type: none"> Children know about similarities and differences in relation to places and objects

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 2 79 (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

Yr	Learning about religious belief	Learning from religious belief
1	<ul style="list-style-type: none"> Remember a faith story Know who a faith story is special to Use the right names for things that people might do in a religion Recognise and talk about religious art, symbols and words 	<ul style="list-style-type: none"> Talk 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
2	<ul style="list-style-type: none"> Tell a faith story Say why a faith story might be important to a believer Talk about things that are similar for different religious people Say what some religious symbols stand for Say what some religious art or music are about 	<ul style="list-style-type: none"> Ask about what happens to others, including religious people Talk about some things in stories, including religious stories Talk about what is important to others, including religious believers Show respect for the feelings of others
3	<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 Use religious words to describe some of the different ways of people show their beliefs 	<ul style="list-style-type: none"> Recognise 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 with the way they think and behave
4	<ul style="list-style-type: none"> Describe what believers might learn from a religious story about God or life Describe some things religious people do as part of their faith that are the same and some that are different Describe some of the different ways people show their beliefs using religious words, symbols or art 	<ul style="list-style-type: none"> Compare some of the things that influence them with those that influence other people, including religious believers Ask important questions about life and compare ideas with those of other people, including religious believers Link things that are important to themselves, and other, with the way people think and behave (what they are committed to)
5	<ul style="list-style-type: none"> Make links between the beliefs of different religious groups and show they come from particular teachings and sources e.g. scriptures Use the correct vocabulary to describe 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 	<ul style="list-style-type: none"> Ask questions about 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 Ask questions about moral decisions they and others make as a result of their values and commitments, including some based on religious beliefs

Yr	Learning about religious belief	Learning from religious belief
	<ul style="list-style-type: none"> • Make links between the beliefs of different religious groups and show /explain how they are connected to believers' lives • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary • Express religious beliefs in a range of styles and words used by believers and explain what they are trying to convey 	<ul style="list-style-type: none"> • Ask questions about the diversity of groups people belong to, and suggest answers which refer to people's heritage, background, choices or beliefs • Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, world views • Suggest what might happen as a result of different moral decisions, including those made with reference to religious and non-religious beliefs/values