

**Religious Education Progression Document**

**Nursery- Year 6**

<p>Early Learning Goals</p>	<p><b>Personal, Social and Emotional Development: Building Relationships ELG</b>                  -show sensitivity to their own and others’ needs.</p> <p><b>Understanding the World: Past and Present ELG</b>                  -talk about the lives of the people around them and their roles in society                  -understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b>Understanding the World: People and Communities ELG</b>                  -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>
<p>KS1 Staffordshire Agreed Syllabus</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to use some religious words and phrases to recognise and name features of religious life and practice valued by believers.</li> <li>-to begin to show awareness of similarities in religions, including key questions raised by believers.</li> <li>-to recall and retell religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.</li> <li>-to identify how religion is expressed in different ways.</li> <li>-to recognise that some questions cause people to wonder and are difficult to answer.</li> <li>-to share ideas about right and wrong.</li> <li>-to talk about their experience of the world around them and in particular what is of value and concern to themselves and to others. -to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious tradition/faith community.</li> </ul>

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<p>LKS2 Staffordshire agreed syllabus</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions.</li> <li>-to describe the impact of religion on people’s lives.</li> <li>-to explore and explain meanings for a range of forms of religious expression.</li> <li>-to raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.</li> <li>-to apply their ideas about identity and commitment in a diverse world to their own and other people’s lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance</li> </ul>
<p>UKS2 Staffordshire Agreed Syllabus</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues.</li> <li>-to interpret the significance of different forms of religious, spiritual and moral expression.</li> <li>-to use reasoning and examples to explore the relationship between beliefs, teachings and world issues.</li> <li>-to express insights into their own and others’ views on fundamental questions of identity and belonging, meaning, purpose and truth.</li> <li>-to focus on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others.</li> <li>-to talk about examples of religious cooperation, and why this is sometimes difficult.</li> </ul>

Beliefs, Teachings and Sources			
EYFS	KS1	LKS2	UKS2
<p>Can engage with stories from religions and begin to talk about their meanings.</p> <p>Understand that different people have different beliefs.</p>	<p>Can engage with stories and extracts from religious literature and talk about their meanings. <b>The Crow and the deer (Hinduism) Spr 1, Jonathan and David (Christianity) Spr 1 Prince Siddharth and the swan (Buddhism) Aut 2- God and Nature</b></p> <p>Can explore stories about the lives and teachings of key religious figures. (Spring-Friendship).</p> <p>Understand ways in which sacred texts are regarded, read and understood by believers.</p>	<p>Can explore the origins of sacred writings and consider their importance for believers and today. (Summer 2-Cycle B)</p> <p>Can explore a variety of forms of literature found in sacred books and investigate a range of religious teachings.</p> <p>Can describe some key features of religions, recognising similarities and differences.</p> <p>Can make links between beliefs, practices and sources, including religious stories and sacred texts.</p> <p>They make links between beliefs, practices and sources, including religious stories and sacred texts.</p>	<p>Know about the lives of key religious and inspirational figures making links with teachings and practices of special significance to followers. (Autumn 2)</p> <p>Understand the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers and non-believers.</p> <p>Can explain the impact of beliefs on individuals and communities.</p> <p><b>Can show a developing insight into why people belong to religions.</b></p> <p>Know that similarities and differences illustrate distinctive beliefs within and between religions.</p> <p>Understand how religious sources are used to provide answers to ethical issues.</p> <p><b>Understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.</b></p>

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			<p>Can identify the consequences for themselves and for others of holding particular beliefs and values.</p>
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Practices and Ways of Life			
EYFS	KS1	LKS2	UKS2
<p>Know out about how and when people worship.</p> <p>Can ask questions about why worship is important to believers.</p>	<p>Can explore the preparations for and find out about the celebration of festivals. <b>(Autumn 2- Gifts and Giving).</b></p> <p>Can use some religious words and phrases to recognise and name features of religious life and practice valued by believers. <b>(Summer- places of worship).</b></p> <p>Can identify how religion is expressed in different ways. <b>(Autumn 2- gifts and giving).</b> Aut 2- Nature and God</p>	<p>Can compare and contrast the practice of religion in the home in different religious communities .</p> <p>Can identify the main features and patterns of an act of worship.</p> <p>Know about the importance of worship for believers.</p> <p>Can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.</p> <p>Can begin to identify the impact religion has on believers’ lives. They describe some forms of religious expression. AUT1 CB</p> <p>Can use a developing religious vocabulary to describe and show understanding of practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions.</p>	<p>Can investigate some features of key religious festivals and celebrations and identify similarities and differences. Su 2 - Commitment</p> <p>Can investigate the life of a person who has been inspired by their faith.</p> <p>Can make links between belief and action. Su 2 - Commitment</p> <p>Can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.</p> <p>Can ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others’ lives and making clear connections between personal viewpoints and action.</p> <p>Can explain what inspires and influences them, expressing their own and others’ views on the opportunities and challenges of commitment in a diverse world.</p> <p>Can identify the consequences for themselves and for others of holding particular beliefs and values. Su 2 - Commitment</p>



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Expressing Meaning			
EYFS	KS1	LKS2	UKS2
<p>Can explore the special nature of artefacts used in worship.</p> <p>Can talk about similarities and differences in relation to places and objects, including faith buildings.</p> <p>Can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special.</p>	<p>Can identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies.</p> <p>Sukkah/Sukkot (Judaism) Aut 2- God and Nature</p> <p>Can engage with religious beliefs and ideas expressed through stories and symbols. (spring- Friendship).</p> <p>Understand the importance for some people of belonging to a religion.</p> <p>Can use religious words and phrases to identify some features of religion. (summer- places of worship).</p> <p>Can retell religious stories. <b>The Crow and the deer (Hinduism) Spr 1, Jonathan and David (Christianity) Spr 1 Prince Siddharth and the swan (Buddhism) Aut 2- God and Nature</b></p>	<p>Can explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers.</p> <p>Can explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions. AUT2 CB</p> <p>Can describe the impact of religion on people's lives.</p> <p>Can explore and explain meanings for a range of forms of religious expression.</p>	<p>Can compare and contrast the use of symbols, actions and gestures used in worship by different communities.</p> <p>Can identify some of the ways in which religions name and describe attributes of God and make links with belief and practice.</p> <p><b>Su 2 - Commitment</b></p> <p>Know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.</p> <p>Can interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. (Autumn 2)</p> <p>Can interpret the significance of different forms of religious, spiritual and moral expression.</p>

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Identity, Diversity and Belonging			
EYFS	KS1	LKS2	UKS2
<p>Can reflect and respond to stories about belonging and relating to religious communities and non-religious ways of life.</p> <p>Can talk about how other children do not always enjoy the same things and are sensitive to this.</p> <p>Can talk about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Can identify and ask questions about customs associated with particular religious and non-religious ways of life.</p> <p>Can find out about ceremonies in which special moments in life are marked.</p> <p>Can name more than one religious tradition or faith community, and can talk about some of the distinctive features of each. <b>(Summer- Places of Worship).</b></p> <p>Can begin to show awareness of similarities in religions, including key questions raised by believers. They identify how religion is expressed in different ways. <b>(Autumn 2-gifts and giving).</b></p>	<p>Can explore the diversity of a range of religious traditions and world views and identify and reflect on similarities and differences</p> <p>Can find out about the activities of a local religious or community group and make links with key religious teachings or moral codes (British values).</p> <p>Can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.</p> <p>Can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths.</p> <p>Can raise, and suggest answers to, fundamental questions of identity, belonging, and meaning recognising the implications and consequences of making moral choices.</p>	<p>Can research some key events in the development of a religious or non-religious tradition and explain the impact on communities today.</p> <p>Can investigate the importance for believers of ceremonies in which special moments in life are marked. <b>Su 2 - Commitment</b></p> <p>Can show a developing insight into why people belong to religions.</p> <p>Can ask, and suggest answers to, fundamental questions of identity and belonging, relating them to their own and others' lives and making clear connections between personal viewpoints and action.</p> <p>Can express insights into their own and others' views on fundamental questions of identity and belonging.</p> <p>Can recognise in themselves and others some reactions to living alongside others who have a different faith or stance.</p>



Meaning, Purpose and Truth			
EYFS	KS1	LKS2	UKS2
Can respond to questions about things that are interesting or puzzling in the world.	<p>Can listen to and ask questions about stories of individuals and their relationship with God. <b>AUT 1- Visit from Dr Musab (Muslim) and Revd Matt (Christian)</b></p> <p>Can explore a range of stories and extracts from sacred writings and talk about meaning they have for believers. (Spring-Friendship).</p> <p>Can recognise that some questions cause people to wonder and are difficult to answer. <b>Aut 2- The creation story (Christianity) God and Nature</b></p>	<p>Can raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings and world views.</p> <p>Can investigate and reflect on a range of religious and world view responses to suffering, hardship and death.</p> <p>Can explore and explain meanings for a range of forms of religious expression.</p> <p>Can raise, and suggest answers to, fundamental questions of, meaning, purpose, truth, recognising the implications and consequences of making moral choices.</p>	<p>Can investigate stories about God’s relationship with people and suggest how, for some people, this helps them to make sense of life.</p> <p>Can make links between beliefs and action and reflect on how this might have local, national and international impact</p> <p>Can ask, and suggest answers to, fundamental questions of meaning, purpose and truth, relating them to their own and others’ lives and making clear connections between personal viewpoints and action.</p> <p>Can explain what inspires and influences them, expressing their own and others’ views on the opportunities and challenges of commitment in a diverse world.</p> <p>Can express insights into their own and others’ views on fundamental questions of meaning, purpose and truth.</p>

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Values and Commitments			
EYFS	KS1	LKS2	UKS2
<p>Can reflect and respond to stories highlighting the morals and values of believers in practice.</p>	<p>Can reflect on examples of care and concern shown by believers and religious communities and non-religious ways of life and explore reasons for these actions. <b>Aut 2- Prince Siddarth and the swan (Buddhism)</b></p> <p>Can explore stories from religious traditions and find out about attitudes to the natural world. Aut 2- God and Nature</p> <p>Can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.</p> <p>Can share ideas about right and wrong. <b>(Spring- Friendship).</b></p>	<p>Can explore rules for living found in sacred writings and teachings and ask questions about their impact. (Summer 2- Cycle B)</p> <p>Can investigate ceremonies associated with joining or belonging to a community and talk about the meaning of commitment.</p> <p>Can ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.</p> <p>Can describe the impact of religion on people's lives.</p> <p>Can recognise the implications and consequences of making moral choices.</p> <p>Can describe what inspires and influences themselves and others, especially their commitments, values and choices.</p>	<p>Can engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.</p> <p>Can explore religious stories and world views about the environment and identify and reflect on their impact on all.</p> <p>Can explain how religious sources are used to provide answers to ethical issues.</p> <p>Can ask, and suggest answers to, fundamental questions of values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.</p> <p>Can consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others.</p>