

## Progression of skills: RELIGIOUS EDUCATION

### INTENT

In religious education, we aim for children to develop knowledge and understanding of the **principal religions represented in Great Britain** including Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism and develop an understanding of **non-religious beliefs and world views**, for example, humanism. We help them understand the **influence of beliefs, values and traditions** of individuals, communities, societies and cultures and be able to **relate religious teaching and beliefs to everyday life**, including moral issues and values in order that later judgements will be both reasoned and informed. We build awareness of the fundamental questions of life, through their own personal experiences; discussion relating to religious beliefs; relevant and appropriate stories; outside speakers and visits. We encourage them to **reflect upon their own beliefs** and **share their ideas with others, respecting each other's point of view** and their **right to hold different beliefs in our multi-faith society**.

### Beliefs and practices

Early Years	Years 1 & 2	Years 3 & 4	Years 5 & 6
1. Explore different ways of living, including beliefs and festivals	1. Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them	1. Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	1. Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities

### Sources of wisdom

Early Years	Years 1 & 2	Years 3 & 4	Years 5 & 6
1. Listen and respond to religious stories	1. Retell and suggest meanings to some religious and moral stories 2. Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	1. Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. 2. Develop an understanding of the impact on individual believers	1. Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers

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### Symbols and actions

Early Years	Years 1 & 2	Years 3 & 4	Years 5 & 6
1. Communicate about people, places and religious symbols and artefacts	1. Give at least three examples of symbols and actions explaining how and why they express religious meaning 2. Notice some similarities between communities	1. Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. 2. Describe some similarities between communities	1. Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities 2. Identify and describe similarities and differences between and within communities

### Prayer, worship and reflection

Early Years	Years 1 & 2	Years 3 & 4	Years 5 & 6
1. Communicate through talk or gesture about prayer. 2. Experience periods of stillness and reflection	1. Explore how and where worshippers connect to prayer and worship. 2. Participate in periods of stillness and reflection	1. Describe why and where worshippers connect to prayer and worship. 2. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	1. Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces

### Identity and belonging

Early Years	Years 1 & 2	Years 3 & 4	Years 5 & 6
1. Show awareness of things and people that matter to them and link this to learning in Religious Education	1. Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. 2. Describe what a leader does and why	1. Show an understanding of some of the challenges individuals face when belonging to a faith community. 2. Demonstrate how it may help them. 3. Explore how some religious people are guided by their religious leaders	1. Show and express insights into the challenges of individual commitment, belonging and faith. 2. Raise questions on guidance and leadership in their own and others' lives

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### Ultimate questions

Early Years	Years 1 & 2	Years 3 & 4	Years 5 & 6
1. Use imagination and curiosity to develop their wonder of the world and ask questions about it	1. Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions	1. Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	1. Present a range of views and answers to challenging questions about belonging, meaning and truth

### Human responsibility and values

Early Years	Years 1 & 2	Years 3 & 4	Years 5 & 6
1. Explore how people show concern for each other and the world around them	1. Tell stories and share real life examples of how people show care and concern for humanity and the world  2. Think, talk and ask questions about why people do this	1. Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	1. Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility 2. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief

### Justice and fairness

Early Years	Years 1 & 2	Years 3 & 4	Years 5 & 6
1. Understand what is right, wrong and fair	1. Explain the influence of rules 2. Explore moral stories and consider what is right and wrong, just and fair	1. Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	1. Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices