

Progression in Religious Education

We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.

3- and 4-year olds will be learning to:

Continue developing positive attitudes about differences between people

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Children in Reception will be learning to:

Talk about members of their immediate family and community

Name and describe people who are familiar to them

Compare and contrast characters from stories, including figures from the past

Understand that some places are special to members of their community

Recognise that people have different beliefs and celebrate special times in different ways

Recognise some similarities and differences between life in this country and life in other countries

The EYFS profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

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

Explain some similarities and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The national curriculum for Religious Education aims to ensure that all pupils:

- develop confidence and responsibility and making the most of their abilities
- preparing to play an active role as citizens
- develop a healthy, safer lifestyle
- develop good relationships and respecting the differences between people

Key stage 1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material taught and in response to questions about their ideas.

Key Stage 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One		Class Two			Class Three		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Judaism, Buddhism & Christianity	<p>Continue developing positive attitudes about differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Explore questions about belonging, meaning and</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Explore questions about belonging, meaning and</p>	<p>Describe different features of the religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals.</p> <p>Describe and understand links between stories and other aspects of the communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of expressing meaning.</p> <p>Observe and understand religions and worldviews and its significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.</p> <p>Observe and consider similarities and differences within and between different religions and worldviews.</p> <p>Discuss their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.)</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>		

			<p>truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>reasoning, music, art and poetry.</p>	
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