

R.E Parent Progression sheet

Religions to be taught							
"Pupils will be taught Christianity, Islam, Buddhism, Hinduism, Judaism and Sikhism, as well as other religious and non-religious worldviews..... Christianity and Islam will be studied in greater depth by all primary schools. (Bradford agreed Syllabus)"							
EYFS <u>people and communities</u> EYFS curriculum By the end of reception (goal) What does special mean to me? What is special to us? What is special to us?	Knowledge and understanding	Skills progression					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Deep Questions Can you tell what somebody believes by what they look like? What is special to faith communities? How does what believers do show what they believe?		Deep Questions What do different people believe about God? How do faith communities demonstrate what is sacred? How do believers use symbolism to show their beliefs?		Deep Questions Why are there different beliefs about God? Why are certain people, places and times sacred? Why are certain people, places and times sacred?	
Children talk about past and present events in their lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between	Beliefs Thinking about religious beliefs. Beliefs and teachings (what people believe)	Recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs	retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs	make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs	comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs	explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed.	• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity

<p>themselves and others. They know similarities and differences among families, communities and traditions.</p>							<p>within and between religions, beliefs and cultures.</p>
	<p>Practices Enquiring, investigating and interpreting, concluding, evaluating.</p>	<p>identify what they find interesting and puzzling in life</p> <p>recognise symbols and other forms of religious expression</p> <p>Ask questions and give opinions about religious and non-religious beliefs.</p> <p>Reflect on their own values, attitudes and commitments.</p>	<p>recognise that some questions about life are difficult to answer</p> <p>ask questions about their own and others' feelings and experiences</p> <p>identify possible meanings for symbols and other forms of religious expression</p>	<p>investigate and connect features of religions and beliefs</p> <p>ask significant questions about religions and beliefs and describe</p> <p>suggest meanings for symbols and other forms of religious expression</p>	<p>gather, select, and organise ideas about religion and belief</p> <p>suggest answers to some questions raised by the study of religions and beliefs</p> <p>suggest meanings for a range of forms of religious expression, using appropriate vocabulary</p>	<p>suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <p>suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>recognise and explain diversity within religious expression, using appropriate concepts.</p>	<p>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <ul style="list-style-type: none"> • interpret religions and beliefs from different perspectives <p>interpret the significance and impact of different forms of religious and spiritual expression</p>
	<p>Forms of expression (how people express themselves)</p>	<p>recognise some religious symbols and words</p> <p>identify aspects of own experience and feelings, in religious material studied</p>	<p>suggest meanings in religious symbols, language and stories</p>	<p>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>explain how some forms of religious expression are used differently by individuals and communities</p>	<p>compare the different ways in which people of faith communities express their faith.</p>

