



Eccleston Primary School – Religious Education Progression

Purpose of study

Schools are required to teach RE, but it isn't part of the National Curriculum; this means that, although they provide guidance on what to teach and the aims of learning about RE, these are non-statutory. As a maintained school, we follow a course of study decided on by our local education authority. This programme of study is known as the 'Local Agreed Syllabus': an RE syllabus which has been designed by the local authority in line with Section 375(3) of the Education Act 1996. This law requires that the Locally Agreed Syllabus reflects: *'That the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious represented in Great Britain.'*

Aims

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- 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.

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Birth – 3 Year Olds	3-4 Year olds	Children in Reception EYFS Framework
<ul style="list-style-type: none"> • Look and talk about photos and listen to songs, about a wide variety of different celebrations within different religions and cultures: • <i>Birthdays / Christmas / Bar Mitzvah / Eid / Diwali / Harvest</i> 	<ul style="list-style-type: none"> • Give examples of special occasions and suggest features of a good celebration • Recall simple stories connected with Christmas/Harvest/ Diwali and Eid • Say why festivals are special times for believers of different faiths 	<ul style="list-style-type: none"> • Talk about their special place and explain why it is special • Be aware that some Christians, Muslims and Hindus have places that are special to them



Eccleston Primary School – Religious Education Progression

<ul style="list-style-type: none"> Choose to share their favourite book or story with an adult and with peers Talk about and look at a wide variety of different books – including the bible and Qur'an Talk about their home and what they like about it Look at and talk about photos of different buildings – churches, mosques, temples Talk about the wonders of the natural world Show concern for living creatures Look after their environment – tidy up 	<ul style="list-style-type: none"> Talk about/ recall some religious stories e.g. through role play, art, model making Share features of a story that they like and explain why Identify a sacred text e.g. Bible, Qur'an Identify that the Bible and Qur'an are special 	<ul style="list-style-type: none"> Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque Talk about the wonders of the natural world Express ideas about how to care for animals and plants Re-tell stories to explain Christian and Muslim ideas about Creation and the natural world Talk about ways in which people can harm the natural world Talk about ways in which people can look after the natural world
---	--	--

Area of study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>The Lancashire Authority Religious Education Curriculum believes:</u> Christianity should be studied at each key stage to 'reflect the fact that the religious traditions in Great Britain are in the main Christian'.</p> <ul style="list-style-type: none"> The other major religious traditions of Great Britain (Islam, Hinduism, Judaism, Sikhism and Buddhism) should be studied across the key stages; although they do not have to be studied in equal depth or in every key stage. 					
Religion and world views to be studied in each key stage	<ul style="list-style-type: none"> Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non-religious worldviews. 		<ul style="list-style-type: none"> Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non-religious worldviews. 			
Rationale	Pupils begin to gain an understanding of the connections between the Abrahamic faiths through a progressive study of Christianity and Islam and encountering Judaism. They will be introduced to Dharmic traditions.		<ul style="list-style-type: none"> Pupils will build on their learning in KS1 by continuing to progress their knowledge and understanding of Christianity, Islam and Hinduism. They should also encounter the other major world religions and nonreligious world views. This means that the curriculum is broad and balanced, but also allows for a depth of knowledge and understanding of the religions that are studied progressively. 			



Eccleston Primary School – Religious Education Progression

Investigate and Interpret the Past	National Curriculum. Pupils should be taught to: -		National Curriculum. Pupils should be taught to:			
	<ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 			
	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past. 		<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. 		<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. 	
Each of these key skills are addressed when teaching each of the religions through out the year.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Give an example of a key belief and/or a religious story Give an example of a core value or commitment Use some religious words and phrases to recognise and name features of religious traditions 	<ul style="list-style-type: none"> Retell and suggest meanings for religious stories and/or beliefs Use some religious words and phrases when talking about beliefs and values Identify and describe how religion is expressed in different ways 	<ul style="list-style-type: none"> Show awareness of similarities in <ul style="list-style-type: none"> religions Identify beliefs and values contained within a story/teaching Identify the impact religion has on a believer 	<ul style="list-style-type: none"> Describe what a believer might learn from a religious teaching/story Make links between ideas about morality and sources of authority Describe the impact religion has on believers' lives 	<ul style="list-style-type: none"> Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers Explain the impact of beliefs and values – including reasons for diversity, 	<ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked. Explain how the beliefs and <ul style="list-style-type: none"> values of a religious tradition might guide a believer through the journey of life



Eccleston Primary School – Religious Education Progression

	<ul style="list-style-type: none"> • Talk about the way that religious beliefs might influence the way a person behaves • Notice and show curiosity about people and how they live their lives • Ask questions • Talk about their own experiences 	<ul style="list-style-type: none"> • Suggest the symbolic meaning of imagery and actions • Identify things that influence a person's sense of identity and belonging • Ask relevant questions • Talk about their own identity and values 	<ul style="list-style-type: none"> • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs • Describe how some people, events and sources of wisdom • have influenced and inspired others in relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question who should we follow – and why? 	<ul style="list-style-type: none"> • Explain the deeper meaning and symbolism for specific religious practices • Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives • Reflect on their own personal sources of wisdom and authority 	<ul style="list-style-type: none"> • Explain differing forms of expression and why these might be used • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism – contained in stories, images and actions • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities. Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance 	<ul style="list-style-type: none"> • Explain the impact of beliefs, • values and practices – including differences between and within religious traditions • Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • Explain differing ideas about religious expression. Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging. • Discuss how people change during the journey of life Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • Develop own views and ideas in response to learning • Demonstrate increasing self -
--	---	--	--	---	---	--



Eccleston Primary School – Religious Education Progression

						awareness in their own personal development
--	--	--	--	--	--	---