



## **Flowery Field Primary School Progression Map**

### **EYFS –**

#### **Understanding the World**

Understanding the world involves children making sense of their physical world and their community. Listening to a broad range of stories (fiction and non-fiction), poems and rhymes will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

#### **Nursery**

Continue to develop positive attitudes about the differences between people.

#### **Reception**

Name and describe people who are familiar to them.

Understand that some places are special to members of their community.

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

#### **Level Expected at the end of EYFS**

We have selected the Early Learning Goals that link closest to the RE Curriculum.

#### **ELG Understanding the World – People, Culture and Communities:**

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 this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

#### **RE alongside the National Curriculum**

The National Curriculum states the legal requirement that:

“Every state-funded school must offer a curriculum which is balanced and broadly based, and which: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and: Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

The curriculum for RE aims to ensure that all pupils:

#### **1. Know about and understand a range of religions and worldviews so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

#### **2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**



- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

### **3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in the local area, and how they help pupils to achieve the threefold aim. Our curriculum offer links closely to the RE Syllabus for Manchester, Salford, Stockport, Tameside and Trafford.

#### **Intent**

We want RE to be challenging, inspiring and fun. We want pupils to develop their levels of religious literacy and conceptual understanding. We want them to be able to articulate, with confidence, their ideas about religion, beliefs and spirituality – and then to change their minds, if they choose to do so. We want learners to understand religious and belief systems' commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human. Promoting social and ethnic harmony and awareness of British values is a moral imperative for schools and RE has a significant contribution to make to this. Through the exploration of multiple identities and local communities, through visits to places of worship and meeting people from religious and belief communities, and through a deepening understanding of beliefs and practices, our aim is for young people to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration.

Pupils will explore British values in relation to religions and beliefs. Religion has a major position in public life so it is crucial that young people are educated to understand and to engage critically with religions and beliefs, and their representation in the media. Breadth and balance are essential in RE, as in the whole curriculum.

#### **Implementation**

Every pupil has a statutory entitlement to religious education. This entitlement is for all pupils regardless of their faith or belief. Our RE curriculum follows the guidance from SACRE that our curriculum 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.



In RE pupils **learn from** religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Children study two area of the RE curriculum in depth (yearly), this builds on children's prior learning to develop their understanding of Christianity, Islam, Judaism and Hinduism. Through these studies, children explore 3 key concepts: Know About and Understand; Express and Communicate; Engage

Religious traditions are to be studied in depth as follows:

EYFS - Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 - Christians and Muslims or Jewish people

Key Stage 2 - Christians, Muslims, Hindus and Jewish people

### **Impact**

The Humanities team, which comprises a member from each phase, will monitor the study of RE (as part of the school's monitoring cycle) using a range of strategies. Book scrutiny will take place after the completion of each RE unit. The team will look for evidence in the books and cross- reference them with the objectives for the year group. These are then matched to ensure complete coverage.



## Know About and Understand

	Know About and Understand					
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>By the End of EYFS:</b></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p><b>By the End of KS1:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ul>		<p><b>By the End of KS2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>			
<p>Children to identify a variety of celebrations – (birthdays, Eid, Christmas)</p> <p>Children to Share photos/music/dance/artefacts with your friends to show how you celebrate.</p> <p>Children to share a variety of celebration stories linked with some religious and moral stories.</p> <p>Children to talk about who is special to them- (at home, at school)</p> <p>Children to talk about other special people (Jesus, Alah)</p>	<p>Children can recall and name different beliefs (Creation) and festivals. (Harvest, Sukkot)</p> <p>Children listen to religious stories and begin to recognise which communities they come from. (Moral Stories)</p> <p>Children recognise some different symbols and actions which express a community's way of life (Christianity).</p>	<p>Children recall and name different beliefs (Jesus birth) and practices, including festivals, worship, rituals and ways of life. (Birthdays, Christmas)</p> <p>Children retell and suggest meanings to some religious and moral stories. (Nativity Story and Creation story))</p>	<p>Children recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. (Diwali, Advent, Hanukkah Ramadan, Eid Ul Fitr)</p> <p>Children explain the meanings behind different beliefs and practices. (Role of light)</p> <p>Children retell and suggest meanings to</p>	<p>Children explore and describe a range of beliefs, symbols and actions. (Magen David, Shabbat, Torah, Talmud)</p> <p>Children make connections between different religions and world views. (Role of the Prophet – Abraham, Moses, David)</p>	<p>Children explore and describe a range of beliefs, symbols and actions.</p> <p>Children make connections between different religions and world views. (Marriage)</p> <p>Children explain more about celebrations, worship, pilgrimages and the rituals which mark important</p>	<p>Children explore and describe a range of beliefs, symbols and actions.</p> <p>Children make connections between different religions and world views. (Role of prayer)</p> <p>Children describe and understand links between stories and other</p>



		<p>Children explore and discuss sacred writings and sources of wisdom and identify which communities they come from. (Bible – Nativity story, Creation Story)</p> <p>Children recognise some different symbols and actions which express a community’s way of life. (Christmas traditions)</p> <p>Children can appreciate some similarities between communities. (Birth of Prophet Mohammed/Creation stories).</p>	<p>some religious and moral stories. (Rama and Sita)</p> <p>Children explore and discuss sacred writings and sources of wisdom and identify which communities they come from. (Prophet Mohammad, Qur’an)</p> <p>Children recognise some different symbols and actions which express a community’s way of life. (Mosque, Salat)</p> <p>Children can appreciate some similarities between communities (Christianity/Islam)</p>	<p>Children explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life. (Bar Mitzvah and Bat Mitzah)</p> <p>Children understand different ways of life and ways of expressing meaning. (Shabbat, Synnagogue, Torah, Talmud, Rabbi)</p> <p>Children describe different features of religions and worldviews. (Christmas</p>	<p>points in life. (5 Pillars – Shahada, Salat, Zakah, Sawn and Hajj)</p> <p>Children describe and understand links between stories and other aspects of the communities they are investigating and respond thoughtfully. (Qur’an and Suunah)</p> <p>Children understand different ways of life and ways of expressing meaning. (Marriage in Christianity, Islam, Hinduism and Humanist religion)</p> <p>Children describe different features of religions and worldviews. (5 Pillars)</p>	<p>aspects of the communities they are investigating and respond thoughtfully. (Shema, 1<sup>st</sup> Shurah from the Qu’ran and 1 Corinthians 13)</p> <p>Children understand different ways of life and ways of expressing meaning. (Prayer, Religious text))</p> <p>Children describe different features of religions and worldviews. (Focus on Religious Texts within Christianity, Islam and Judaism)</p>
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Traditions around the world – Christianity focus)

**Express and Communicate**

Y1 Y2 Y3 Y4 Y5 Y6

**By the End of EYFS:**

- Talk about the differences they have experienced or seen in photos.
- Talk about members of their immediate family and community

**By the End of KS1:**

- 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.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.

**By the End of KS2:**

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- 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.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and difference within and between different religions and worldviews.

Share ideas about celebrations – What is a celebration?  
 Can you talk about a celebration that you enjoyed with your family?  
 Are there any other symbols/actions/songs/music/stories/dances that we can link to our celebrations?  
 Discuss the traditions they come from (E.g. Eid, Christmas).  
 How are they the same/different?  
 How do these express a community’s way of life? Discuss similarities and differences between communities

Children ask and respond to questions about why communities do different things.  
 (Visit from a member of Christian Faith - Worship, prayer, Bible)  
 Children observe and recount different ways of expressing identity and belonging. (Visit to Church)

Children ask and respond to questions about what communities do and why they do different things. (Christmas Cards)  
 Children notice and respond sensitively to some similarities between different religions and worldviews. (Jewish/Christian view of Creation).

Children identify what difference belonging to a community might make.  
 (Visit from a member of Muslim Faith)  
 Children observe and recount different ways of expressing identity and belonging. (Shahadah)

Children observe and understand varied examples of religions and explain, with reasons, their meanings and significance to individuals and communities.  
 (Visit to the Jewish Museum or Synagogue in a box session)  
 Children observe and consider different dimensions of religion. (Visit to

Children observe and understand varied examples of religions and explain, with reasons, their meanings and significance to individuals and communities. (Visit from a member of the Muslim faith)  
 Children observe and consider different dimensions of religion. (Visit to Mosque – focus on 5 pillars)

Children observe and understand varied examples of religions and explain, with reasons, their meanings and significance to individuals and communities. (Stained Glass study)  
 Children observe and consider different dimensions of religion. (Faith through art)



			<p>Children notice and respond sensitively to some similarities between different religions and worldviews. (Role of Light, Role of Prophet)</p>	<p>Synagogue if possible)</p> <p>Children explore and show understanding of similarities and differences between different religions and worldviews. (Old Testament and the Torah)</p> <p>Children understand the challenges of commitment to a community of faith or belief.</p>	<p>Children explore and show understanding of similarities and differences between different religions and worldviews. (Daily life – Muslim/Christian))</p> <p>Children understand the challenges of commitment to a community of faith or belief. (Sawm)</p>	<p>Children explore and show understanding of similarities and differences between different religions and worldviews. (Role of art in Islam, Christianity and Hinduism)</p>
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<b>Engage</b>						
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	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>By the End of EYFS:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>By the End of Key Stage 1;</b></p> <ul style="list-style-type: none"> <li>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</li> <li>Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>		<p><b>By the End of KS2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> <li>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.</li> </ul>			



<p>Plan a celebration for you and your friends.</p> <p>Children find out about right and wrong.</p>	<p>Children find out about right and wrong. (Values shared by Christianity, Islam, Judaism)</p>	<p>Children express their own ideas and opinions in response using words, music, art or poetry. (Creation)</p> <p>Children explore questions about belonging, meaning and truth. (Creation)</p>	<p>Children explore questions about belonging, meaning and truth. (Light in Christianity and Hinduism)</p>	<p>Children discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth. (Belonging in Judaism, Christianity and Islam)</p> <p>Children respond thoughtfully to ideas about community, values and respect.</p>	<p>Children discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth. (Worship in Judaism, Christianity and Islam)</p> <p>Children respond thoughtfully to ideas about community, values and respect. (Makkah)</p> <p>Children 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.</p> <p>Children can express their own ideas clearly.</p>	<p>Children apply their own ideas thoughtfully in different forms including art. (Islamic Art/Stained Glass, 64 Traditional Hindu Arts)</p> <p>Children discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth. (Focus on understanding origin of religious texts, within Christianity, Islam and Judaism)</p>
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