



Religious Education – Progression of Skills

The Aims of Religious Education

High quality Religious Education helps children and young people to learn about and learn from religious and spiritual insights, beliefs and practices and shared morals and ethics. This should embrace the following three areas:

Knowledge - it should:

- develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism
- enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures
- recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice

Skills – it should:

- provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- encourage learning from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses
- offer preparation for adult life, employment and lifelong learning

Personal Development – it should:

- offer opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life
- enable the development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally
- foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs

EYFS

The curriculum for the Foundation Stage should be the basis for all future learning. This will be achieved by supporting, promoting and developing children's positive attitudes and dispositions and their learning in:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (C&L)
- Literacy (Lit)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

Religious Education programmes of study can support the requirements of the Early Years Foundation Stage (EYFS). Religious Education should be delivered in line with the overarching principles of EYFS:

- Every child is unique
- Children require positive relationships



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- Environments should enable children's development
- Each child will develop and learn differently

Children arrive in our Early Years setting with different levels of religious knowledge and different levels of response to religious and non-religious beliefs, practices and actions. In order to develop their early learning skills, we help the children to reflect upon and articulate their understanding of self, family, community and the world around them. By starting with the child's own experience, it is essential to explore themes such as:

- self and others
- celebrations and commemorations
- symbols and ritual
- living things
- right and wrong

Key Stage 1

Throughout Key Stage 1, pupils explore Christianity and also Buddhism, Hinduism, Islam, Judaism, Sikhism as well as non-religious belief systems such as Humanism. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Our curriculum offering is drawn from the following teaching and learning areas, as outlined in London Borough of Richmond upon Thames RE Agreed Syllabus 2020.

- Living the Faith
- Buildings and Places
- Important Times and Days
- Sacred Texts

https://richmond.gov.uk/media/18564/sacre_agreed_syllabus.pdf



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PROGRESSION OF SKILLS Area/context	Nursery	Reception	Year 1	Year 2	End of Key Stage 1 Expectations
<p>Learning about religious and non-religious beliefs</p> <p>Refers to how pupils develop their knowledge, skills and understanding about:</p> <p>A) Beliefs, teachings and sources</p> <p>B) The practices of religion and non-religious belief systems</p> <p>C) Forms of expression</p>	<p>Develop a sense of what it is to be a member of a community with differing beliefs. (UTW) Self and Others theme</p> <p>Listen to stories (C&L) Living Things theme</p> <p>Sing songs, make music and dance, and experiment with ways of changing them (EAD) Symbols and Ritual theme.</p>	<p>Talk about past and present events in their own lives and in the lives of family members (UTW) Festivals and Celebrations theme.</p> <p>Become familiar with distinctive clothing, food, traditions that are linked to religious and non-religious beliefs, such as stories which convey a meaning and a message (UTW) Self and Others theme.</p>	<p>Talk about people and things that are special and important to them and to others.</p> <p>Recall religious and non-religious stories.</p> <p>Identify some religious and non-religious objects, books, artefacts and symbols.</p>	<p>Talk about people and things that are special and important to them and to others.</p> <p>Recall religious and non-religious stories.</p> <p>Use religious and non-religious words and phrases to recognise and name features of religious and non-religious life and practice.</p> <p>Identify religious and non-religious objects, artefacts and symbols.</p>	<p>To be able to explain the concept of sacred or significant places for individuals and communities.</p> <p>To observe and comment upon religious and non-religious rituals and ceremonies.</p> <p>To understand the effect of religious and other important books in the lives of different individuals.</p>
<p>Learning from Religious and Non-religious Beliefs</p> <p>Refers to how pupils express their responses and thoughts about questions and issues on the following:</p> <p>D) Identity and belonging</p>	<p>Show sensitivity to others' needs and feelings, and form positive relationships (PSED) Self and Others theme.</p> <p>Make observations of animals and plants (UTW) Living Things theme.</p> <p>Listen to stories and respond with relevant comments (C&L)</p>	<p>Use role play to develop their knowledge and understanding of rituals. (EAD) Symbols and Ritual Theme</p> <p>Listen to stories, anticipating key events and respond to what they hear with comments, questions or actions (C&L) Living Things theme.</p>	<p>Give reasons for their likes and dislikes and identify what has an influence on their lives and on the lives of others.</p> <p>Apply to their own lives the moral ideas that they have had, heard about and discussed in class.</p> <p>Begin to be able to express and explain</p>	<p>Begin to be able to express and explain another person's point of view.</p> <p>Apply to their own lives the moral ideas that they have had, heard about and discussed in class.</p> <p>Share things they find interesting, or puzzling.</p>	<p>To be able to reflect on their own uniqueness.</p> <p>To appreciate the special nature of religious and other festivals.</p> <p>To develop personal responses to local places of worship.</p> <p>To share the experience of celebrating.</p>



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<p>E) Meaning, purpose and truth F) Values and commitment</p>		<p>Talk about how they and others show feelings, talk about their own and other's behavior, and its consequences (PSED) Self and Others Theme.</p> <p>Talk about their own and others' behavior, and its consequences, and know that some behaviour is unacceptable (PSED) Right and Wrong theme</p>	<p>another person's point of view.</p>		<p>To consider the respect that should be shown to sacred and other significant texts.</p>
<p>Key (sticky) Knowledge for the year group</p> <p>Highlighted sections indicate knowledge needed to be at expected level.</p>	<ul style="list-style-type: none"> - Children begin to find out about caring for each other, including showing respect for each other's property. - Children begin to understand that people are different and have different ideas from one another. - Children recognise that different people celebrate special times in different ways. - Children can talk about a celebration they have been part of with their family. 	<ul style="list-style-type: none"> - Children understand that people are different and have different ideas from one another. - Children begin to understand and identify features associated with celebrations within different religions and belief systems. - Children know that some places are special to members of their community. - Children can talk about a celebration 	<p>Autumn (Christianity and Judaism)</p> <ul style="list-style-type: none"> - Children can talk about part of the creation story. - Children can recognise the symbols for Christianity and Judaism. - Children can talk about ways we can help our world. - Children know that Christmas is a special time of celebration for Christians. - Children know that a church is a Christian place of worship. 	<p>Autumn (Hinduism and Christianity)</p> <ul style="list-style-type: none"> - Children know where and when Hinduism originated. - Children can talk about a Hindu celebration. - Children can talk about the different lights seen during the season of Advent. - Children can explain why light is an important symbol at Christmas time. <p>Spring (Sikhism, Islam and Humanism)</p>	



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		<p>they have been part of with their family.</p>	<p>Spring (Christianity, Judaism and Humanism)</p> <ul style="list-style-type: none"> - Children can name some sacred texts and identify the religion they are associated with (Torah and Bible) - Children can explain how the Bible and Torah are used in worship. <p>Summer (Christianity)</p> <ul style="list-style-type: none"> - Children know that Christians believe that Jesus is the Son of God. - Children know that a parable is a story that teaches a lesson. - Children can recall one of Jesus's parables. 	<ul style="list-style-type: none"> - Children can explain what a rule is. -Children can explain what a routine is. - Children can talk about one or more of the 5Ks of Sikhism. - Children can describe one or more of the Five Pillars of Islam. - Children can talk about what Humanists believe. <p>Summer (Islam and Buddhism)</p> <ul style="list-style-type: none"> - Children can explain what makes a place special. - Children know that Muslims follow Islam. - Children know that a mosque is the Muslim place of worship. -Children can identify the Qur'an as the sacred text of Islam. - Children can talk about how the five elements are linked to Buddhist temple structure. - Children can talk about and compare features of a mosque and Buddhist temple. 	
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<p>Key Vocabulary</p> <p>Golden Words are highlighted.</p>	<p>People, differences, similarities, community, special, kindness, celebrate/celebration, festival, birthday, church, pray, Christmas, Christian, Nativity, Easter, Diwali, Ramadan, Eid, Chinese New Year.</p>	<p>People, differences, similarities, community, special, kindness, respect, celebrate/celebration, festival, birthday, church, pray, Christmas, God, Mary, Joseph, Jesus, Christian, Nativity, Easter, Diwali, Ramadan, Eid, Chinese New Year.</p>	<p>Creation, religion/religious, non-religious, belief(s), Christianity, Christian, Judaism, Jew, Islam, Muslim, Humanism, Humanist, respect, understanding, unique, plants, animals, people, holy, Christmas, Nativity, Torah, Bible, Qur'an, traditional tale, synagogue, church, mosque, cross, Star of David, crescent moon and star, the Happy Human, symbols, moral, Jesus, God, Son of God, New Testament, parables, teachings, message, faith, kindness, miracles, Lord's Prayer.</p>	<p>Hindu, Hinduism, India, ancient, religion, gods, goddesses, Brama, celebration, festival, samskara, childhood, mendhi, tradition, custom, Diwali, light, compare, respect, similarity, difference, Christianity, Nativity, Advent, journey, Sikhism, Sikh, beliefs, Guru Nanak, responsibilities, meditation, reflection, 5Ks, honesty, rules, community, kindness, selflessness, Muslim, Islam, 5 Pillars of Islam, prophet, Muhammed (PBUH), Mecca, celebration, festival, worship, mosque, Qur'an, Buddha, Buddhism, Buddhist, temple, pagoda, stupa, five elements</p>	
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