



Religious Education Progression

	Early Years Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
National Curriculum Subject Content		All state schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.		
	<p>Early learning Goal: Personal, Social and Emotional Development: Children understand that people have different needs, views, cultures and beliefs, that need to be treated with respect. Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p> <p>Knowledge and Understanding of the World: Children begin to know about their own cultures and beliefs and those of other people.</p> <p>Wakefield Agreed Syllabus:</p>	<p>Wakefield Agreed Syllabus:</p> <p>Christians and Muslims or Jewish people</p> <ul style="list-style-type: none"> • Who is a Christian and what do they believe? • Who is a Muslim and what do they believe? • Who is Jewish and what do they believe? • What can we learn from sacred books? • What makes some places sacred? • How and why do we celebrate special and sacred times? 	<p>Wakefield Agreed Syllabus:</p> <p>Christians, Muslims, Sikhs and Buddhists</p> <ul style="list-style-type: none"> • What do different people believe about God? • Why is the Bible important for Christians today? • Why is Jesus inspiring to some people? • Why do people pray? • Why are festivals important to religious communities? • Why do some people think that life is a journey? What significant experiences mark this? 	<p>Wakefield Agreed Syllabus:</p> <p>Christians, Muslims, Sikhs and Buddhists</p> <ul style="list-style-type: none"> • Why do some people believe God exists? • What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) • What do religions say to us when life gets hard? • If God is everywhere, why do we go to a place of worship? • Is it better to express your religion in arts and architecture or in charity and generosity? • What does it mean to be a Muslim in Britain today?

	<p>UFS children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.</p> <ul style="list-style-type: none"> • Which stories are special and why? • Which people are special and why? • Which places are special and why? • Which times are special and why? • Where do we belong? • What is special about our world? 	<ul style="list-style-type: none"> • What does it mean to belong to a faith community? • How should we care for others and the world, and why does it matter? 	<ul style="list-style-type: none"> • What does it mean to be a Christian in Britain today? • What does it mean to be a Hindu in Britain today? • What can we learn from religions about deciding what is right and wrong? 	<ul style="list-style-type: none"> • What matters most to Christians and Humanists? • What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?
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	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:
Knowing about and understanding religions and worldviews	<ul style="list-style-type: none"> 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. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<ul style="list-style-type: none"> 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 thoughtfully on their ideas. 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. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
Expressing and communicating ideas related to religions and worldviews	<ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why, so that they 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. 	<ul style="list-style-type: none"> 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 differences between different religions and worldviews.
Gaining and deploying the skills for studying religions and worldviews	<ul style="list-style-type: none"> 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. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. 	<ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (eg.) reasoning, music, art and poetry. 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. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just unfair, and express their own ideas clearly in response.

Core Language Progression

	Early Years Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Using religious vocabulary	Celebrate Invite Special Jesus God Belong Family Welcome Friend	Holy Spirit Christian Places of worship Special books Symbols Festivals Beliefs Values Cultures Muslim Pray Jewish Praise Holy Artefacts Creation Religion Love	Hindu Religious Similar Different Sacred Faith Believers Prayer Worship Commitment Promise Religious traditions Religious teachings Non-religious Followers	Theist Atheist Agnostic Moral dilemma Forgiveness Justice Generosity Fairness Honesty Judgement After