Yew Tree Primary Academy



Religious Education Curriculum Progression Document

Subject Leader: Andy McNamara

Religious Education Curriculum Progression Document

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| **Nursery 2021-2022** | AUTUMN | SPRING | SUMMER |
| Autumn 1- AnimalsAutumn 2- Celebrations  | Spring 1- Traditional TalesSpring 2- Growth and Change  | Summer 1- My worldSummer2- Journeys |

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| Understanding the world | Focus Teaching | ●Begin to make sense of their own life-story and family’s history. ●Continue to develop positive attitudes about the differences between people. I know I belong to a family. Discuss what family means. Reference different family make ups.  | ●Explore collections of materials with similar and/or different properties.●Seasons and the natural world I know how people celebrate ChristmasI can retell key points of The traditional Christmas Story I know that Christmas comes after Halloween and that Halloween comes before Christmas | ●Continue to develop positive attitudes about the differences between people. I know how Chinese New Year is celebratedI know China is a country far away- use globe again | ●Understand the key features of the life cycle of a plant and an animal. ●Seasons and the natural world ●Explore collections of materials with similar and/or different properties.I know why we give eggs at Easter.I know that Jesus came back to life | ●Understand the key features of the life cycle of a plant and an animal. ●Continue to develop positive attitudes about the differences between people. ●Know that there are different countries in the world and talk about the differences they have experienced or seen in photos I know who the special people in my life are- link sensitively with Father’s DayI can talk about my family from photos of them in different places | ●Explore collections of materials with similar and/or different properties.●Talk about the differences between materials and changes they notice. ●Seasons and the natural world I can go on a journey in school and the grounds remembering what I sawI know a journey is going from one place to another- link to transition |
| Provision opportunities | • Use all their senses in hands-on exploration of natural materials.  • Show interest in different occupations. • Plant seeds and care for growing plants. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about what they see, using a wide vocabulary.  • Explore how things work. * Using mirrors to explore self
* Self portraits/family pictures
* Celebrations throughout the year e.g. Chinese new year
* Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures
* Books such as Handa’s surprise, What do you celebrate? Etc.
* Roleplay areas reflect people and communities
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| **Reception 2021-2022** | AUTUMN | SPRING | SUMMER |
| Autumn 1 – We’re all wonders Autumn 2 – We’re all adventurous  | Spring 1 – We’re all talented Spring 2 – Things are growing  | Summer 1 – Amazing animals Summer 2 – Explorers on the move  |

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| Understanding the world | Focus Teaching  | ●Describe their immediate environment ●Draw information from a simple map●Recognise some environments that are different to the one in which they live.●Understand the effect of changing seasons on the natural world around themI can talk about my family and make connections between my own family and other families I know that families can be different I can talk about experiences with my family e.g. things that have happened in the past I know that I am different to my friends and I am special I know I belong to my family and my school community I can name people in my school community  | ●Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.●Recognise people have different beliefs and celebrate special times in different ways●Know some similarities and differences between different religions and cultural communities in this countryI can put important events on a timeline (whole class) I know about different celebrations and can talk about what people do for them e.g. Halloween, bonfire night, Christmas, Diwali (Hinduism) etc. I know why some people celebrate Christmas – birth of Jesus (Christianity) | ●Understand that some places are special to members of their community.●Recognise some environments that are different to the one in which they live.●Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.●Make observations and drawing pictures of animals and plants.I know that China is a country far away and I can talk about some Chinese traditions I know that there are lots of countries in the world I can talk about different talents I can talk about places that are special to me I know that some places are special to other people I know that some people celebrate Holi | ●Recognise similarities and differences between life in this country and other countries●Talk about the lives of the people around them and their roles in society.●Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.I can talk about different jobs people have and everyday heroes in our community I can talk about symbols of new life e.g. eggs, chicks, lambs etc. I can create an Easter Garden  | ●Similarities and differences between things in the past and now●Understand that some places are special to members of their community.I can know that people in my community have special places I can talk about Religious stories  | ●Understand the effect of changing seasons ●Describe their immediate environment ●Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.I can talk about different places I have visited and compare them with each other e.g. different countries I know that a journey people can make lots of different journeys I can talk about a type of journeyI know about the Creation Story   |
| Provision opportunities | \*Talk about members of their immediate family and community.\*Name and describe people who are familiar to them.\*Explore the natural world around them.\*Describe what they see, hear and feel whilst outside.\*Talk about the lives of the people around them and their roles in society.\*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.\*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.\*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.\*Explore the natural world around them, making observations and drawing pictures of animals and plants.\*Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.\*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.\*Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.* RE Links to some of these areas
* Celebrations throughout the year e.g. Chinese new year links to ‘The Magic Paintbrush’, Holi- links to ‘The Festival of Colors’
* Compare how different countries celebrate Christmas
* Books such as Handa’s surprise, What do you celebrate? Etc.
* Roleplay areas reflect people and communities
* Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures
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Religious Education Curriculum Progression Document

Key Stage 1

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| **Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum**.  | **Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column** |
| A1. 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. | * Pupils enact stories and celebrations from Easter, Divali or Id ul Fitr, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals
* • Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God
* Linking to English and computing, pupils recount a visit to a local church using digital photographs and find out about the meanings of symbols for God that they saw there.
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| A2. 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 | * Pupils choose their favourite ‘wise sayings’ from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them
* Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories
* Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters in the stories showed, and recognising the religions from which the stories come
* • Pupils ask and answer ‘who’, ‘where’, ‘how’ and ‘why’ questions about religious stories and stories from nonreligious worldviews.
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| A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities | * Pupils choose to find out about the symbols of two different religious traditions, looking for similarities between the ways they use common symbols such as light, water, trees or rock
* Pupils discover how and why Muslims wash, bow and pray in a daily pattern, noticing similarities to another religion or worldview
* Pupils select examples of religious artefacts from Christianity or Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and worship
* • Pupils hear three moral stories, for example from Christians, Hindus and humanists, and think about whether they are saying the same things about how people should behave
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| B1. 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. | * Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest festivals, and in generosity to those in need), responding to questions about being generous
* Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all
* Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness
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| B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves | * Pupils learn about the daily life of a Muslim or Jewish child (eg from a teacher’s use of persona dolls), and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities. Pupils make a list of the ways they show how they belong as well
* Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?
* Pupils watch a short film about the Hindu creation story and talk about different stages of the cycle of life.
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| B3. Notice and respond sensitively to some similarities between different religions and worldviews | * Pupils use a set of photos or a list of religious items they have encountered in key stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion
* Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or worldviews about which they have learned.
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| C1. 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 | * Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others
* Pupils ask and answer a range of ‘how’ and ‘why’ questions about how people practise their religion
* Linking to ‘Philosophy for Children’, pupils think about and respond to ‘big questions’ in a classroom enquiry using a story of Adam and Eve or a video clip of children asking questions about God as a stimulus
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| C2. Find out about and respond with ideas to examples of co-operation between people who are different | * Pupils discuss stories of co-operation from different traditions and sources and make a ‘Recipe for living together happily’ or a ‘Class charter for more kindness and less fighting’
* Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the ‘Golden Rule’ into action
* Pupils notice and talk about the fact that people come from different religions, responding to the questions- ‘How can we tell? How can we live together when we are all so different?’
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| C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. | * Pupils respond to a quiet reflection or a guided visualisation by choosing one value they think the world needs more of today from a list of values, and by illustrating their choice in different media
* Linking to English, pupils could ask questions about goodness, and write sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean
* Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God.
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Key Stage 2

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| **Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum**.  | **Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column** |
| A1. 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 | * Pupils make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or ‘the Holy Land’ for Christians, describing the motives people have for making spiritual journeys
* Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all
* Pupils compare how Christians, Muslims, Hindus or humanists celebrate a marriage and express and argue for ideas of their own about partnership, in discussions or in writing.
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| A2. 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. | * Linking to English, pupils consider how some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur’an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different traditions. They respond to the ideas found in the texts with ideas of their own
* Pupils investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own
* Pupils compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus’ birth, exploring how they are remembered and celebrated in a range of Christmas festivities
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| A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. | * Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study
* Pupils consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama.
* Pupils describe the impact of Hindu teaching about harmlessness (ahimsa) on questions about what people eat and how people treat animals. They express their own ideas.
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| B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. | * Linking to History and Design Technology pupils consider how the architecture of churches, mosques, mandirs or gurdwaras expresses a community’s way of life, values and beliefs
* Pupils develop their understanding of beliefs about life after death in two religions and humanism through seeking answers to their own questions and articulating reasons for their own ideas and responses
* Pupils use their detailed understanding of religious practice such as the Five Pillars of Islam and worship of a deity in a Hindu family and a mandir to describe the significance of being part of a religion
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| B2. 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 | * Pupils explore the lives of key leaders from Buddhist and Christian contemporary life, describing the challenges they have faced and the commitments by which they have lived
* Pupils find out about how celebrating Divali brings the Hindu or Sikh community together, and expresses commitment to values of interdependence and generosity
* Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God
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| B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews | * Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history (e.g. in Passover and Lent)
* Pupils list and describe similarities and differences in the ways different traditions express what ‘belonging’ means to them
* Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils’ spiritual development. Note: different dimensions of religion or worldview include, for example, narratives, beliefs, ethics, and social life
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| C1. 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. | * Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins
* Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview
* Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like.

Note: pupils are not required to express personal beliefs in any coercive way in RE; good RE encourages an open hearted and broad minded approach to different beliefs |
| C2. 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 | * Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the well-being of all
* Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all
* Linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today.

Note: This work offers valuable opportunities for engagement with religions with a significant local presence: pupils may learn about the contributions of, for example, Jains, Zoroastrians or members of the Bahá’í faith to inter faith work. These communities can also be studied elsewhere in the RE curriculum. |
| C3. 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 | * Pupils apply their own ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam
* Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (eg victims of natural disasters or prejudice, people who live with disabilities or people affected by war)
* Linking to Citizenship Education, pupils consider the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing their ideas about right and wrong in the light of their learning.
* Note: this is one point, among many, where RE can provide key opportunities for pupils’ moral development.
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