**Highfield Hall Primary School**

**Knowledge & Skills Progression: RE**

At Highfield Hall we use Derbyshire Agreed Syllabus to support our RE teaching, this is supplemented with Discovery RE. Using the Derbyshire Agreed Syllabus guarantees we enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.

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|  | **3 & 4-year-olds will be learning to:** | **Children in Reception will be learning to:** | **ELG** |
| **PSED** | * Develop their sense of responsibility and membership of a community.
 | * See themselves as a valuable individual.
* Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
 | **Building Relationships*** Form positive attachments to adults and friendships with peers.
* Show sensitivity to their own and to others’ needs.
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| **Understanding the World** | * Begin to understand the need to respect and care for the natural environment and all living things.
* Continue developing positive attitudes about the differences between people.
 | * Understand that some places are special to members of their community.
* Recognise that people have different beliefs and celebrate special times in different ways.
 | **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.

**Past and Present*** Talk about the lives of the people around them and their roles in society.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
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|  | **Knowledge** | **Skills** |
| **Year 1** | Name and explore a range of celebration, worship and rituals in religion.Re-tell stories that show what Christians believe about God Identify some religious teachings about the world and ways people might treat the earth if they believe it is created by God. Describe some of the things that Jewish people do to show their beliefs (e.g. about Shabbat) Recognise that there are special places where people go to worship and their importance to believers Talk about ideas of what is good and bad, right and wrong, fair and unfair in familiar situations  | **Learning about religion*** Suggest meanings of religious/sacred texts. **(Interpretation)**
* Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. **(empathy)**
* Begin to Identify and suggest meanings for religious symbols and begin to use a range of religious words. **(Interpretation)**
* Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. **(Expression)**
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| **Learning from religion*** Ask and respond imaginatively to puzzling questions, communicating their ideas **(Investigation)**
* Reflect on and consider religious and spiritual ideas, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness. **(Reflection)**
* Reflect on how spiritual and moral values relate to their own behavior **(Reflection)**
* Identify what matters to them and others, including those with religious commitments, and communicate their responses **(Application)**
* Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. **(Expression)**
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| **Year 2** | Re-tell stories that are told by and about special people in two religions Retell Bible stories and stories from another faith about the importance of friendship and giving to others Identify some beliefs, teachings and practices that come from these stories, e.g. the need for forgiveness, generosity, commitment, love for others, and ways in which Christians show these e.g. through supporting Christian Aid identify special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion identify symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean  | **Learning about religion*** Explore a range of religious stories and sacred writings and talk about their meanings. **(Interpretation)**
* Identify and suggest meanings for religious symbols and begin to use a range of religious words. **(Interpretation)**
* Name and explore a range of celebration, worship and rituals in religion, noting similarities where appropriate. **(Analysis)**
* Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. **(Expression)**
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| **Learning from religion*** Ask and respond imaginatively to puzzling questions, communicating their ideas. **(Investigation)**
* Recognise that religious teachings and ideas make a difference to individuals, families and the local community. **(Application)**
* Talk about features in festival stories that made people feel happy or sad and compare them with their own experiences **(Application/reflection)**
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| **Year 3** | Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings  | **Learning about religion*** Use and interpret information about religions from a range of sources **(Investigation)**
* Describe and begin to understand religious and other responses to ultimate and ethical questions **(Empathy)**
* Identify and begin to describe the similarities and differences within and between religions **(Analysis)**
* Use specialist vocabulary in communicating their knowledge and understanding **(expression)**
* Explain meanings for some symbols e.g. in art, architecture, music and /or poetry, using religious concepts and language **(Interpretation)**
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| **Learning from religion** * Reflect on ideas of right and wrong and their own and others’ responses to them **(Reflection)**
* Reflect on sources of inspiration in their own lives and the lives of others **(Reflection)**
* Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways **(Application)**
* Discuss their own and others’ views of religious truth and belief, expressing their own ideas **(Expression)**
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| **Year 4** | Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings Describe the events of at least one modern day Christian making a link between their actions and the teachings and example of JesusDescribe Eucharist/ Lord’s supper/Communion for Christians; puja for Hindus; Friday prayers for Muslims; or prayers in the gurdwara and say why it matters so much for believers | **Learning about religion*** Use and interpret information about religions from a range of sources **(investigation)**
* Identify and begin to describe the similarities and differences within and between religions **(Analysis)**
* Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them **(Synthesis)**
* Use specialist vocabulary in communicating their knowledge and understanding **(expression)**
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| **Learning from religion** * Reflect on ideas of right and wrong and their own and others’ responses to them **(Reflection)**
* Reflect on sources of inspiration in their own lives and the lives of others **(Reflection)**
* Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways **(Application)**
* Discuss their own and others’ views of religious truth and belief, expressing their own ideas **(Expression)**
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| **Year 5** | Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings Describe the events of in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak | **Learning about religion*** Use and interpret information about religions from a wide range of sources **(Investigation)**
* Describe and begin to understand religious and other responses to ultimate and ethical questions **(Empathy investigation/reflection)**
* Identify and begin to describe the similarities and differences within and between religions **(Analysis)**
* Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them **(Synthesis)**
* Investigate the significance of religion in the local, national and global communities **(Application)**
* Use specialist vocabulary in communicating their knowledge and understanding **(Expression)**
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| **Learning from religion*** Reflect on what it means to belong to a faith community, communicating their own and others’ responses **(Reflection)**
* Reflect on ideas of right and wrong and their own and others’ responses to them **(Reflection)**
* Reflect with insight on sources of inspiration in their own lives and the lives of others **(Reflection)**
* Discuss their own and others’ views of religious truth and belief, expressing their own ideas **(expression)**
* Make links between values like respect and tolerance and their own behaviour **(Application)**
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| **Year 6** | Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings Talk about prayer and what it means to Christians and MuslimsShow understanding of the richness of religious diversity of Great Britain and their own locality, describe some ways religion makes a difference locally | **Learning about religion*** Use and interpret information about religions from a wide range of sources **(Investigation)**
* Describe and begin to understand religious and other responses to ultimate and ethical questions **(Empathy/investigation/reflection)**
* Identify and begin to describe the similarities and differences within and between religions **(Analysis)**
* Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them **(Synthesis)**
* Investigate the significance of religion in the local, national and global communities **(Application)**
* Use specialist vocabulary in communicating their knowledge and understanding **(Expression)**
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| **Learning from religion*** Reflect on what it means to belong to a faith community, communicating their own and others’ responses **(Reflection)**
* Reflect on ideas of right and wrong and their own and others’ responses to them **(Reflection)**
* Reflect with insight on sources of inspiration in their own lives and the lives of others **(Reflection)**
* Discuss their own and others’ views of religious truth and belief, expressing their own ideas in response to matters of deep conviction **(Expression)**
* Make links between values like respect and tolerance and their own behaviour **(Application)**
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**Key skills in RE**

* **Investigation** – this includes: asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).
* **Interpretation** – this includes: the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.
* **Reflection** – this includes: the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.
* **Empathy** – this includes: developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.
* **Evaluation** – this includes: the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
* **Analysis** – this includes: distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.
* **Synthesis** – this includes: linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole.
* **Application** – this includes: making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.
* **Expression** – this includes: the ability to articulate ideas, beliefs and values; the ability to respond to religious ideas, beliefs and questions through a variety of media.
* **Self-understanding** – this includes: the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers.