

# EASINGTON PRIMARY ACADEMY

## R.E. PROGRESSION DOCUMENT

	EYFS	End of KS1	End of Lower KS2	End of Upper KS2
<p><b>Element 1: Making sense of beliefs (believing)(Theology)</b></p> <p>Identifying and making sense of religious and non-religious concepts (e.g pilgrimage) and beliefs, understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts, sacred writings and sources of wisdom) are used, expressed and interpreted in different ways, and developing skills of interpretation and investigation.</p>	<p><b><u>Understanding the world</u></b></p> <p>Children in EYFS should encounter religions and worldviews through special people, books, times, the natural world, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. They develop their experience of belonging in our special world.</p>	<p><b><u>National Curriculum</u></b></p> <p>Throughout key stage 1, pupils explore Christianity and at least one other principal religion. 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 others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging</p>	<p><b><u>National Curriculum</u></b></p> <p>Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people’s viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.</p>	
	<p><b><u>Outcomes:</u></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.( people, culture and communities)</li> </ul>	<p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Know the core beliefs and concepts of different beliefs and practices studied and give a simple description of what they mean</li> <li>Know examples of how stories show what people believe (e.g. the meaning behind a festival or story)</li> <li>Know what simple stories and other texts mean to believers and the meanings behind them</li> <li>Know some different symbols and actions which express a way of life</li> </ul>	<p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Know, identify and describe the core beliefs and concepts studied including symbols and actions.</li> <li>Know clear links and connections between texts (stories) /sources, rituals, celebrations, worships and the key concepts studied.</li> <li>Know what texts might mean and give examples of what these sources mean to believers.</li> </ul>	<p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Know, identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</li> <li>Know examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>Know and be able to take account of the context(s), suggest meanings for texts/sources of authority studied.</li> <li>Know how to compare their own ideas with ways in which believers interpret them, showing awareness of different interpretations.</li> </ul>

<p><b>Element 2: Understanding the impact (Expressing) (Philosophy)</b> Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p> <p>Forms of expression. Personal reflections. Critical responses.</p>	<p><b>Outcomes:</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. ( people, culture and communities)</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Know examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities.</li> <li>Know examples of ways in which believers put their beliefs into practice and show their belonging.</li> <li>Know some similarities and differences between different religious and non-religious worldviews.</li> <li>Know different ways of expressing identity and belonging.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Know simple links between stories, teachings and concepts studied and how people live, individually and in communities.</li> <li>Know how people show their beliefs and how they worship in the way they live.</li> <li>Know some differences in how people put their beliefs into practice.</li> <li>Know how to express and apply their own and others' views and ideas on belonging, meaning, purpose and truth through different forms e.g. art, music, poetry.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Know how to make clear connections between what people believe and how they live, individually and in communities.</li> <li>Know how to use evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</li> <li>Know how to consider and apply ideas about ways in which diverse communities can live together for the well being of all. Taking into account diverse communities and world views.</li> </ul>
<p><b>Element 3: Making connections (Living) (Human and social sciences)</b> Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs, practices and values studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; finding possible connections between these ideas and pupils' own lives and ways of understanding the world.</p>	<p><b>Outcomes:</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. ( people, culture and communities)</li> <li>Know about the lives of the people around them and their roles in society. ( past and present)</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Know how to ask questions about the ideas they have been studying and express their opinions.</li> <li>Know how to discuss what they have learned, giving connections and reasons for their views.</li> <li>Know, ask and respond to questions about what communities do and why.</li> <li>Know and respond with ideas to examples of cooperation between people who are different.</li> <li>Know how to express ideas of right and wrong.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Know how to raise important questions and suggest answers. Consider how far the beliefs and practices studied might make a difference to how pupils think and live.</li> <li>Know links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</li> <li>Know how to express their own ideas clearly e.g. on challenging questions such as belonging, meaning, purpose and truth including right and wrong.</li> <li>Know how to talk about what they have learned and if they have changed their thinking.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Know how to make connections between the beliefs and practices studied, evaluating, self-reflecting and explaining their importance to different people (e.g. believers and atheists).</li> <li>Know how to consider and evaluate how ideas studied relate to their own experiences and experiences of the world today, expressing and justifying their personal points of view.</li> <li>Know how to talk about what they have learned, how their thinking may have changed and why.</li> <li>Know how to discuss and apply their own and others ideas about ethical questions e.g. right and wrong, just and fair.</li> </ul>