

Religious Education Whole School Progression of Skills

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

At CHANGE Schools Partnership we believe that:

- The curriculum in our schools is everything that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study.
- The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world.
- We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future.
- All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes.
- We seek to promote children's intrinsic motivation by giving them ownership over the direction of their learning.
- Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning.
- Children deserve learning experiences that will stick with them for a lifetime.

Purpose of study (from the National Curriculum)

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

Highlighting indicates where skills link to SMSC/PSHE

Religious Education Whole School Progression of Skills

Subject Content	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand beliefs and teachings	<p>Discuss books that are special to them and reasons why and compare this to other children in the classroom.</p> <p>Introduce children to other special books e.g. Holy Bible, Qu'ran, Torah.</p>	<p>Name some religions and discuss some key teachings</p> <p>Name some main festivals or celebrations within the religions taught</p>	<p>Describe some of the teachings of a religion</p> <p>Describe some of the main festivals or celebrations of a religion</p>	<p>Give examples of the key teachings and beliefs of a religion</p> <p>Discuss religious figures and holy books, their uses and importance within their religion</p>	<p>Discuss key teachings and beliefs of a range of religions</p> <p>Refer to religious figures and holy books to explain answers</p>	<p>Explain how some teachings and beliefs are shared between religions</p> <p>-</p>	<p>Explain how religious beliefs shape the lives of individuals and communities</p> <p>-</p>

Religious Education Whole School Progression of Skills

Subject Content	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand practices and lifestyles	-	Name and discuss some objects that are special to them	Recognise and describe some religious artefacts	Explain how religious artefacts are used and why	-	-	-
	Discuss places that are special to them and give reasons why	Name and discuss some religious artefacts	Recognise and name some religious places and practices	Describe religious buildings and explain how they are used	Explain some of the religious practices of both clerics and individuals	Explain the practices and lifestyles involved in belonging to a faith community	Compare and contrast the lifestyles of different faith groups
	Explain that like with the special books there are special places for different religions e.g. Church, Mosque etc.	-	-	-	-	Show an understanding of the role of a spiritual leader	Give reasons why some within the same faith may adopt different lifestyles
	Discuss any special celebrations that they have at their home, is this the same as anyone else or different?	-	-	-	-	-	-

Religious Education Whole School Progression of Skills

Subject Content	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand how beliefs are conveyed		Name some religious symbols	Explain the meaning of some religious symbols	Explain some of the different ways that individuals show their belief			
To reflect	<p>Explore what is important to them, discuss their families and where they belong.</p> <p>Children to have opportunities to compare this to other children.</p> <p>-</p> <p>-</p>	<p>Identify the things that are important in their own lives</p> <p>-</p> <p>Answer questions relating to different aspects of life</p>	<p>Compare things that are important in their own lives to religious beliefs</p> <p>Relate emotions to some of the experiences of religious figures studied</p> <p>-</p> <p>Ask and answer questions about puzzling aspects of life</p>	<p>Discuss personal experiences, reasons for actions and the feelings associated with them</p> <p>Describe how some religious figures acted as they did</p> <p>Discuss questions that have no universally agreed answers</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions</p> <p>Give some reasons why religious figures acted as they did</p> <p>Ask questions that have no universally agreed answers</p>	<p>Recognise and express feelings about their own identities</p> <p>-</p> <p>Explain their own ideas about the answers to questions that have no universally agreed answers (ultimate questions)</p>	<p>Relate own feelings and identifies to religious beliefs or teachings</p> <p>-</p> <p>Explain why their own answers to ultimate questions may differ from those of others</p>

