

Southover CofE – Religious Education – Knowledge and Skills Progression Map – 2023-2024

	EYFS	KS1	Lower KS2	Upper KS2
Religion/ Belief	Christianity plus others	Christians, Jews, and Muslims	Christians, Muslims, Hindus, and Jews	
Christianity: <i>God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God</i>	F1 – Why is the word of ‘God’ so important to Christians? F2 – Why is Christmas special for Christians? F3 – Why is Easter special to Christians?	1.1 - What do Christians believe God is like? 1.2 – Who do Christians say made the world? 1.3 - Why does Christmas matter to Christians? 1.4 – What is the ‘good news’ Christians believe Jesus brings? 1.5 – Why does Easter matter to Christians?	L2.1 – What do Christians learn from the Creation story? L2.2 – What is it like for someone to follow God? L2.3 – What is the ‘Trinity’ and why is it important for Christians? L2.4 – What kind of world did Jesus want? L2.5 – Why do Christians call the day Jesus died ‘Good Friday’? L2.6 – For Christians, when Jesus left, what was the impact of Pentecost?	U2.1 – What does it mean if Christians believe God is holy and loving? U2.2 – Creation and Science: conflicting or complementary U2.3 – Why do Christians believe Jesus was the Messiah? U2.4 – Christians and how to live: ‘What would Jesus do?’ U2.5 – What do Christians believe Jesus did to ‘save’ people? U2.6 – For Christians, what kind of king is Jesus?
Hinduism: <i>Samsara and moksha Brahman (God) and atman Karma and dharma</i>			L2.7 – What do Hindus believe God is like? L2.8 – What does it mean to be Hindu in Britain today?	U2.7 – Why do Hindus want to be good?
Islam: <i>God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)</i>		1.6 – Who is a Muslim and how do they live?	L2.9 – How do festivals and worship show what matters to a Muslim?	U2.8 – What does it mean to be a Muslim in Britain today?
Judaism: <i>God Torah The People and the Land</i>		1.7 – Who is Jewish and how do they live?	L2.10 – How do festivals and family life show what matters to Jewish people?	U2.9 – Why is the Torah so important to Jewish people?

Southover CoFE – Religious Education – Knowledge and Skills Progression Map – 2023-2024

<u>Non-religious worldviews</u>				U2.10 – What matters most to Humanists and Christians?
<u>Thematic</u>	<p>F4 – Being special: where do we belong?</p> <p>F5 – What places are special and why?</p> <p>F6 – What times/stories are special and why?</p>	<p>1.8 – What makes some places sacred to believers?</p> <p>1.9 – How should we care for the world and for others, and why does it matter?</p> <p>1.10 – What does it mean to belong to a faith community?</p>	<p>L2.11 – How and why do people mark the significant events of life?</p> <p>L2.12 – How and why do people try to make the world a better place?</p>	<p>U2.11 – Why do some people believe in God and some people not?</p> <p>U2.12 – How does faith help people when life gets hard?</p>

End of Phase Outcomes:

Teaching and Learning Approach	End of KS1 Pupils can...	End of lower KS2 Pupils can...	End of upper KS2 Pupils can...
<p>Element 1: Making sense of beliefs</p> <p><i>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean • within their traditions; recognising how and why sources of authority (such as texts) are used, expressed, and interpreted in different ways, and developing skills of interpretation.</i></p>	<p>identify core beliefs and concepts • studied and give a simple description of what they mean</p> <p>give examples of how stories show • what people believe (e.g. the meaning behind a festival)</p> <p>give clear, simple accounts of what • stories and other texts mean to believers</p>	<p>identify and describe the core beliefs and concepts studied</p> <p>make clear links between texts/ sources of authority and the core concepts studied</p> <p>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>
<p>Element 2: Understanding the impact</p> <p><i>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</i></p>	<p>Give examples of how people use • stories, texts and teachings to guide their beliefs and actions</p> <p>give examples of ways in which • believers put their beliefs into practice</p>	<p>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>describe how people show their beliefs in how they worship and in the way they live</p> <p>identify some differences in how people put their beliefs into practice</p>	<p>make clear connections between what people believe and how they live, individually and in communities</p> <p>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>
<p>Element 3: Making connections</p> <p><i>Evaluating, reflecting on, and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and worldviews - their ways of understanding the world.</i></p>	<p>think, talk, and ask questions about whether the ideas they have been studying, have something to say to them</p> <p>give a good reason for the views they have and the connections they make</p>	<p>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>give good reasons for the views they have and the connections they make</p>	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</p> <p>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>

Southover CofE – Religious Education – Knowledge and Skills Progression Map – 2023-2024

RE in EYFS:

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, 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.

Prime area: Communication and Language.

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes, and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling, and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development.

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others.
- Manage emotions and develop a positive sense of self.
- Talk and think about simple values as they learn how to make good friendships, co-operate, and resolve conflicts peaceably.
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings, and songs.

Specific area: Literacy.

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Understanding the World.

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.