

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/Skills progression grid

Date	R.E. Skills Progression Review date						Subject Leader
June 2021	September 2022						Hee Yun Chung
<p>This document aims to give guidance on the progression of skills and knowledge across the year groups. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the curriculum. The following subject intent statement is taken from the Bedfordshire Agreed Syllabus for RE 2018 – 2023. The principle aim of RE is to explore what people believe and what difference this makes how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting their own ideas and ways of living. To achieve this principal, we aim for all pupils can do the following;</p> <ul style="list-style-type: none"> • Make sense of a range of religious and non-religious beliefs • Understand the impact and significance of religious and non-religious beliefs • Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied. <p>In RE, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In this respect, children will experience; handling artefacts, exploring sacred texts, using imaginative play or drama to express feelings and ideas, meeting visitors from local religious communities, taking part in whole school events (assemblies, school performances), making visits to religious places of worship where possible (where not making use of videos or internet), share photos/stories/food/clothing from faith ceremonies that they have taken part in with others in their class, having regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment, comparing religions and worldviews through discussions, debating and communicating religious beliefs, worldviews and philosophical ideas, answering and asking ultimate questions posed by these.</p>							
Key Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Making sense of beliefs</p> <p>Identifying and making sense of core religious and non-religious beliefs and concepts, understanding what these beliefs mean within in traditions:</p>	<p><u>Understanding the world:</u> Talk about similarities and differences between themselves and others, among families, communities and traditions. Explore, observe and find out about places and</p>	<p>Recall, remember, name and talk about simple beliefs, stories and festivals. Suggest what stories and other texts mean to believers. Recognise symbols and</p>	<p>Identify the core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the</p>	<p>Discuss how people use stories, texts and teachings to guide their beliefs and outcomes. Suggest how people show their beliefs in how they worship and in</p>	<p>Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions</p>	<p>Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. Identify ways in which people use texts / sources of wisdom to make sense of core</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use</p>

<p>recognising how and why sources of authority (such as texts) are used and expressed and interpreted in different ways: and developing skills of interpretation.</p>	<p>objects that matter in different cultures and beliefs.</p> <p><u>Communication and Language:</u> Listen with enjoyment to stories, songs and poems from different communities and traditions</p> <p><u>Expressive Arts and Design:</u> Use imaginations in art, music, dance, imaginative play role-play and stories to represent pupils' own feelings, ideas and thoughts</p>	<p>other forms of religious expression</p>	<p>meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>the ways they live.</p> <p>Identify ways in which believers put their beliefs into practice.</p>	<p>about what texts/sources of authority can mean and give examples of what these sources mean to believer</p>	<p>beliefs and concepts.</p> <p>Identify what texts / sources of wisdom and authority mean.</p>	<p>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 ways in which believers interpret texts/sources of authority</p>
--	---	--	--	---	--	---	---

<p>Understanding the impact</p> <p>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, appreciating and appraising different ways of expressing meaning.</p>	<p><u>Understanding the world:</u> Begin to know about their own cultures and beliefs and those of other people.</p> <p><u>Personal, Social and emotional development:</u> Have a developing respect for their own cultures and beliefs, and those of other people.</p>	<p>Observe, notice and recognise simple aspects of religion in their own communities.</p> <p>Begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes.</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 action</p>	<p>Suggest answers to key questions they have created.</p> <p>Suggest links between some of the beliefs and practices studied and life in the world today.</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 action</p>	<p>Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p>Recall ways in which 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 action in different ways, e.g. in different communities, denominations or cultures</p>
<p>Making connections:</p> <p>Evaluating, reflecting on and connecting the key concepts and questions studied, so that all pupils can challenge the</p>	<p><u>Personal, Social and emotional development:</u> Develop awareness of their own needs, views and feelings and are sensitive to those of others. Understand that</p>	<p>Begin to find out about and link religions and beliefs.</p> <p>Begin to suggest questions about religions and beliefs</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</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>Suggest and link questions and answers, including their own ideas about the differences religions make to life.</p> <p>Discuss the beliefs and</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people</p>

<p>ideas studied, and consider how these ideas might challenge their own thinking: and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.</p>	<p>they can expect others to treat their needs, views, cultures and beliefs with respect.</p> <p><u>Communication and Language:</u> Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions and actions.</p>		<p>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>Give good reasons for the views they have and the connections they make</p>	<p>practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Discuss and give reasons for the views they have and the connections they make.</p>	<p>(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>
---	--	--	--	--	--	--	---