

### Early Years Progression for Religious Education Skills and Knowledge

The teaching of Religious Education skills and knowledge begins in Early Years at Hipsburn Primary School as part of the Understanding the World and Personal Social Emotional curriculum. Alongside this progression grid, effective communication and language skills are an essential part of religious education development for our youngest learners.

Preschool 1	Preschool 2	Reception
(2-3yr olds)	(3-4yr olds)	
<ul> <li>Make connections between the features of their family and other families</li> <li>Notice differences between people</li> </ul>	<ul> <li>Begin to make sense of their own life-story and family's history</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<ul> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories including figures from the past.</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>



### **Teaching and Learning Approach**

### Making sense of beliefs

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways by both individuals and within communities
- Recognise how and why sources of authority e.g. text, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to name core beliefs	Recall and name core	Identify and describe the	Identify and describe the	Begin to identify and	Identify and explain the
and concepts and be able	beliefs and concepts and	core beliefs and teachings	core beliefs and teachings	explain the core beliefs	core beliefs and concepts
to give simple descriptions	give descriptions of what	of the religions studied.	of the religions studied.	and concepts, using some	studied, using examples
of what they mean.	they mean.			examples from religious	from religious texts and
		Making some	Making comparisons	texts and sources of	sources of authority in
Name different festivals	Recall and name different	comparisons between	between religions. (e.g.	authority in religions.	religions.
associated with religions.	festivals associated with	religions. (e.g. begin to	begin to compare the		_
	religions.	compare the main	main festivals of world	Begin to describe some	Describe examples of
Recognise some of the		festivals of world	religions)	examples of ways in which	ways in which people use
religious symbols, their	Recognise different	religions)		people use religious texts	religious texts and sources
relevance for individuals	religious symbols, their		Make clear links between	and sources of authority	of authority to make
and how they feature in	relevance for individuals	Children expand on their	religious texts/sources of	to make sense of core	sense of core beliefs and
festivals.	and how they feature in	knowledge of world	authority and the core	beliefs and ideas.	concepts.
	festivals.	religions from KS1.	beliefs studied. (Refer to	Begin to explain how	
Give examples of how			religious figures and holy	beliefs and teachings can	Explain how beliefs and
stories show what people	Give examples of how	Make links between	book)	make contributions to the	teachings can make
believe (e.g. the meaning	stories show what people	religious texts/sources of		lives of individuals and	contributions to the lives
behind a festival).	believe (e.g. the meaning	authority and the core	Offer informed	communities.	of individuals and
	behind a festival).	beliefs studied. (Refer to	suggestions about what		communities.
			texts/sources of authority		



Give clear, simple	Give clear, simple	religious figures and holy	can mean and give	Compare beliefs and	Able to explain how
		DOOK)	-	-	
Give clear, simple accounts of what stories and other texts mean to believers.	Give clear, simple accounts of what stories and other texts mean to believers.	religious figures and holy book) Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.	can mean and give examples of what these sources mean to believers.	Compare beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Give meanings for text/sources of authority studied, comparing these ideas with some ways in which believers interpret these texts/sources of authority.	Able to explain how religious beliefs can shape the lives of individuals and contribute to society Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Give meanings for text/sources of authority studied, comparing these ideas with some ways in which believers interpret these texts/sources of authority



### **Teaching and Learning Approach**

### **Understanding the Impact**

- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs in action in diverse ways, in their everyday lives, within their communities and in the wider world

world					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise, name and	Recognise, name and	Make simple links	Make links between	Begin to make	Make clear connections
describe religious	describe religious	between stories,	stories, teachings and	connections between	between what people
artefacts, places and	artefacts, places and	teachings and concepts	concepts studied and how	what people believe and	believe and how they live,
practices.	practices.	studied and how people	people live, individually	how they live, individually	individually and in
		live, individually and in	and in communities.	and in communities.	communities.
Begin to explain some	Explain religious rituals	communities.			
religious rituals and	and ceremonies and the		Describe how people	Use examples to show	Use evidence and
ceremonies and the	meaning of them,	Describe how people	show their beliefs in how	how and why people put	examples, show how and
meaning of them,	including their own	show their beliefs in how	they worship and in ways	their beliefs into practice	why people put their
including their own	experiences of them.	they worship and in ways	they live.	in different ways -e.g. in	beliefs into practice in
experiences of them.		they live.		different communities,	different ways e.g. in
	Observe when practices		Identify some differences	denominations or	different communities,
Observe when practices	and rituals are featured in	Identify some differences	in how people put their	cultures.	denominations or
and rituals are featured in	more than one religion or	in how people put their	beliefs into practice.		cultures.
more than one religion or	lifestyle.	beliefs into practice.	Look at the concepts of	Explain practices and	
lifestyle.			belonging, identity and	lifestyles associated with	Explain practices and
	Name religious symbols	Look at the concepts of	meaning.	belonging to a faith;	lifestyles associated with
Name religious symbols	and the meaning of them.	belonging, identity and			belonging to a faith.
and the meaning of them.		meaning.	Understand what	Explain practices and	
	Learn the name of		belonging to a religion	lifestyles associated with	Explain practices and
Learn some of the	important religious	Understand what	might look like, through	belonging to a non-	lifestyles associated with
important religious	stories.	belonging to a religion	practices and rituals, and	religious community.	belonging to a non-
stories.		might look like, through	what it might involve.		religious community.



Listen to and simply re-tell	Retell religious stories and	practices and rituals, and	Begin to discuss and	Compare lifestyles of	Compare lifestyles of
	0	•	0		
some religious stories and	suggest meanings in the	what it might involve.	present thoughtfully their	different faiths and give	different faiths and give
suggest meanings in the	story.	Design to align use and	own and others' views.	reasons why some people	reasons why some people within the same faith
story.		Begin to discuss and	Children also explore	within the same faith	
	Give examples of how	present thoughtfully their	pilgrimages as a part of a	choose to adopt different	choose to adopt different
Give examples of how	people use stories, texts	own and others' views.	religious life.	lifestyles.	lifestyles.
people use stories, texts	and teachings to guide	Children also explore			
and teachings to guide	their own beliefs and	pilgrimages as a part of a	Identify religious artefacts	Develop an	Show an understanding of
their own beliefs and	actions.	religious life.	and how they are involved	understanding of the role	the role of a spiritual
actions.			in daily practices and	of a spiritual leader.	leader.
	Give example of ways in	Identify religious artefacts	rituals.		
	which believers put their	and how they might be		Explore religious	Explore religious
	beliefs into practice.	involved in daily practices	Describe religious	symbolism in literature	symbolism in literature
		and rituals.	buildings and how they	and the arts.	and the arts.
			are used.		
		Describe religious		Explain some of the	Explain different ways
		buildings and how they	Explain religious	different ways individuals	individuals show their
		are used.	ceremonies and rituals	show their beliefs;	beliefs.
			and their importance for		
		Begin to explain religious	people's lives and sense of	Share their own opinion	Confidently share their
		ceremonies and rituals	belonging.	or express their own	opinion or express their
		and their importance for		belief with respect and	own belief with respect
		people's lives and sense of	Explore the expression of	tolerance for others.	and tolerance for others.
		belonging.	beliefs through books,		
			scriptures, art and other		
		Explore the expression of	important means of		
		beliefs through books,	communication.		
		scriptures, art and other			
		important means of	Able to identify religious		
		communication.	symbolism in different		
			forms of art and		
			communication.		
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Begin to identify religious		
symbolism in different	Look at holy texts and	
forms of art and	stories and explain	
communication.	meaning in a story.	
Look at holy texts and	Express their beliefs in	
stories and explain	different forms, with	
meaning in a story.	respect for others' beliefs	
	and comparing beliefs.	
Express their beliefs in		
different forms, with		
respect for others' beliefs		
and comparing beliefs.		



#### **Teaching and Learning Approach**

#### **Making Connections**

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving reasons for their responses
- Challenge the ideas studied and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Think, talk and ask	Think, talk and ask	Begin to make some links	Make links between some	Make connections	Make connections
questions about whether	questions about whether	between beliefs and	of the beliefs and	between the beliefs and	between the beliefs and
the ideas they have been	the ideas they have been	practices.	practices studied and life	practices studies,	practices studies,
learning about have	learning about have		in the world today,	evaluating and explaining	evaluating and explaining
something to say to them.	something to say to them.	Raise questions and	expressing some ideas of	their importance to	their importance to
		suggest answers about	their own clearly.	different people (e.g.	different people (e.g.
Give a reason for the	Give good reason for the	how far the beliefs and		atheists and believers.)	atheists and believers.)
views they have and the	views they have and the	practices studied might	Raise important questions		
connections they make.	connections they make.	make a difference to how	and suggest answers	Reflect on and articulate	Reflect on and articulate
		they think and live.	about how far the beliefs	lessons people might gain	lessons people might gain
Identify some of the	Identify things that are		and practices studied	from the beliefs/practices	from the beliefs/practices
things that are important	important in their lives.	Give good reasons for the	might make a difference	studied, including their	studied, including their
in their lives.		views they have and the	to how they think and	own responses,	own responses,
	Ask questions about the	connections they make.	live.	recognising that others	recognising that others
	puzzling aspects of life.			may think differently.	may think differently.
Begin to see that there	Understand that there are	Make links to expressing	Give good reasons for the		
are similarities and	similarities and	identity and belonging,	views they have and the	Begin to consider and	Consider and weigh up
differences between	differences between	including links to	connections they make.	weigh up how ideas	how ideas studied relate
people.	people.	communities they may		studied relate to their	to their own experiences
		belong to.	Make links to expressing	own experiences of the	of the world today.
Begin to make	Make connections to their		identity and belonging,	world today.	
connections to their own	own lives, looking at their		including links to		



actions and consequences and choices they can make.consequences and choices they can make.sensitively to different views. Understand that personal experiences and feelings can influence their attitudes and actions.belong to.own and give good reasons for the view they have had and the connections they make.own and give good reasons for the view they have had and the connections they make.Look at how values affect a community and individuals.community and individuals.community and individuals.belong to.own and give good reasons for the view they have had and the connections they make.own and give good reasons for the view they have had and the connections they make.Explain how actions can affect other people.Explain how actions can affect other people.Offer suggestions about why religious leaders and followers have acted the way they have.Discuss and apply their own and others' ideas about their including ideas about what is right and wrong and what is just and fair.Discuss and apply their own and thes' ideas about their including ideas about why religious leaders and followers have acted the way they have.Differ suggestions about why religious leaders and offer suggestions as answers to those questions.Start to express feelings about their identities and about tricky concepts and tricky questions that have no agreed answers. Begin to ouniversally agreed answers.Ask questions that have no agreed answers.Explain their own opinion answers to those answers.Explain their own opinion answers.Explain their own opinion answers.Explain their own opinion answers.<						
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			consequences of choices.		See and make links to	responsibility and
				Make informed choices	responsibility and	citizenship.
Describe how shared and understand the citizenship.			Describe how shared	and understand the	citizenship.	
values in a community can consequences of choices.			values in a community can	consequences of choices.		



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affect behaviour and		Begin to understand the	Begin to understand the
outcomes.	Describe how shared	concept of shared values	concept of shared values
	values in a community can	and how a community can	and how a community can
Discuss and give opinions	affect behaviour and	use shared values.	use shared values.
on morals and values,	outcomes.		
including their own.		Begin to strengthen their	Begin to strengthen their
	Discuss and give opinions	capacity for moral	capacity for moral
	on morals and values,	judgements.	judgements.
	including their own.		
		Explain why individuals	Explain why individuals
		and communities may	and communities may
		have similar and differing	have similar and differing
		values.	values.
		Start to show an	Show an awareness of
		awareness of morals,	morals, question morals
		question morals and	and demonstrate an
		demonstrate an ability to	ability to make choices,
		make choices and to	understanding the
		understand the	consequences.
		consequences.	
			Express their own values
		Begin to express their own	while respecting the
		values while also	values of others.
		respecting the values of	
		others.	