



Whiston Willis Primary Academy

Curriculum Progression
Subject: Religious Education

Religious Education can make an active contribution to many areas of the EYFS Curriculum

EYFS

Personal, Social and Emotional Development

- Think about issues of right and wrong and how people help one another
- Use story to reflect on words and actions and decide what they would do when faced with moral dilemmas. Learn about story themes through role play
- Think of ways that others show care and love and why this is important

Early Learning Goals

Self confidence- Try new activities, confident to speak in familiar group

Making Relations- Play cooperatively, take account of one another's ideas, show sensitivity to needs and feelings of others from positive relations

Managing feelings and behaviour- Talk about how they show their feelings, talk about effects on behaviour, adjust behaviour to different situations.

Communication and Language

- Have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Use religious celebrations as a stimulus to talk about special events
- Through artefacts, story and dance, children should learn about religious festivals and celebrations

Early Learning Goals

Listening and attention- listen attentively in a range of situations, anticipate key events and respond to what they hear with relevant comments

Understanding- Answer how and why questions about their experiences and in response to stories and events

Speaking- Express themselves effectively, connect ideas and events

Understanding the World

- Encouraged to talk about and reflect on religious and cultural experiences as they occur eg, life experiences, celebrations
- Handle artefacts with curiosity and interest
- Comment and ask questions about their familiar world

Early Learning Goals

People and Communities- Talk about past and present events in their own lives, know about similarities and differences between themselves and others and among families, communities and traditions

The World- Know about differences and similarities

Expressive arts and design

- Talk about meaning and feeling associated with special items
- Share own experiences and feelings and respond to those of others

Early Learning Goals

Exploring and using media and materials- Use song, music and dance to express themselves and understand about other cultures and traditions, explore materials to experiment with colour and design.

Being imaginative- Represent own feelings and thoughts through role play, drama and dance

| | Communication | Religious beliefs and sources | Influence and impact | Religious Expression | Experiences and feelings | Questions and values |
|--------------|---|---|--|---|--|---|
| Year 1 and 2 | <ul style="list-style-type: none"> Find answers to simple questions about religion from sources of information Observe and handle sources of information to answer questions about religion on the basis of simple observations Begin to use some religious terms and vocabulary in context. | <ul style="list-style-type: none"> Recall parts of religious stories Retell and suggest meaning to religious and moral stories (A2) Recall and name different beliefs and practices including festivals and worship (A1) Notice and respond sensitively to some similarities and differences between different religions and worldviews. (B3) | <ul style="list-style-type: none"> Begin to know that religion is important to some people Know why religion is important to some people Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. (B1) Find out about cooperation between people who are different (C2) | <ul style="list-style-type: none"> Recognise symbols of religious expression Begin to identify how religion is expressed in different ways through the use of symbols and actions. Recognise that these can express a community's way of life appreciating some similarities and differences between communities (A3) Observe and recount different ways of expressing identity and belonging (B2) | <ul style="list-style-type: none"> Talk about own experiences and feelings Become aware of their own and others experiences and can discuss them | <ul style="list-style-type: none"> Talk about what they find interesting or puzzling and what makes themselves and other people happy and sad Recognise that some questions are difficult to answer and that choices we make affect our relationships with other people Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions. (C1) Find out about questions of right and wrong and begin to express ideas |

| | | | | | | |
|---------------------|--|---|---|---|--|--|
| | | | | | | and opinions. (C3) |
| | Communication | Religious beliefs and sources | Influence and impact | Religious expression | Experiences and feelings | Questions and values |
| Year 3 and 4 | <ul style="list-style-type: none"> • Use sources of information to answer questions about religion and use religious terms in context • Select and combine information to produce structured work • Use some religious terms in context | <ul style="list-style-type: none"> • Make links between beliefs and sources including religious stories and texts (A2) • Make connections between different features of religion including celebrations and worship (A1) • Explore differences and similarities between different religions (B3) | <ul style="list-style-type: none"> • Begin to understand that religion can affect people's lives • Recognise the impact that religion has on people's lives • Observe and understand varied examples of religions and describe the significance of being part of a religion (B1) • Explore how diverse communities can live together (C2) | <ul style="list-style-type: none"> • Describe some forms of religious expression • Suggest why there are different forms of religious expression • Explore a range of beliefs, symbols and actions (A3) • Understand the challenges of commitment expressing their own commitments (B2) | <ul style="list-style-type: none"> • Identify what influences them and show respect for the beliefs of others • Describe what influences and inspires themselves and others and show respect for the beliefs of others | <ul style="list-style-type: none"> • Ask questions about religions and beliefs and can make link between their own and others responses. • Ask and begin to reflect on questions of identity, belonging, meaning and purpose (C1) • Consider ethical questions (C3) |

Year 5 and 6

| | Communication | Religious beliefs and sources | Influence and impact | Religious expression | Experiences and feelings | Questions and values |
|--|---|---|---|--|--|--|
| | <ul style="list-style-type: none"> • Can select and organise information to produce structured work • Use a wider range of religious terms and vocabulary | <ul style="list-style-type: none"> • Describe and show some understanding of sources, practices, beliefs, ideas, feelings and experiences and can make links between these • Describe and understand links between stories (A2) • Describe and make connections between different features of the religions and worldviews they study discovering more about celebrations, worship, pilgrimage and the rituals which mark important points in life in order to reflect on their significance (A1) • Observe and consider different dimensions of religion so that they can explore and show understanding of similarities and differences between different religions and worldviews (B3) | <ul style="list-style-type: none"> • Describe and show some understanding of the impact of beliefs on individuals and communities and the believer's response to ethical issues • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons their meanings and significance to individuals and communities (B1) • Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. (C2) | <ul style="list-style-type: none"> • Describe and show greater understanding of a range of spiritual and religious expression • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (A3) • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. (B2) | <ul style="list-style-type: none"> • Describe and show some understanding of what influences and inspires themselves and others and shows a respect for the beliefs of others | <ul style="list-style-type: none"> • Ask and reflect on questions of identity, belonging, meaning and purpose. Show understanding of the contributions religion makes to human relationships and global issues • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning and truth, applying ideas of their own. (C1) • Discuss and apply ideas about questions of right and wrong and fairness (C3) |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|