

Trevisker Religious Education Skills Progression

Programme of Study

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the Reception year at the age of 5. Religious education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE forms a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

Early Years Foundation Stage (EYFS)		Key Stage 1
Nursery	Reception	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children's activities.	RE is a compulsory part of the basic curriculum for all Reception-age pupils, and should be taught according to this agreed syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this agreed syllabus for RE.
Early Learning Goals outline what pupils should achieve by the end of Reception year. The national curriculum is not taught.		The national curriculum is taught alongside religious education.
Some settings have children from both nursery and Reception in an EYFS Unit. Planning will need to take account of the needs and expectations of both age groups.		

The agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to the EYFS seven areas of learning.

Planned teaching experiences will support children's learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children's own experience. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

What do children gain from of RE in this age group?

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to

understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Developing knowledge, skills and attitudes in RE

Progress in RE involves the application of general educational skills and processes in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge. The following skills are important in RE, and are reflected in many agreed syllabus programmes and approaches. You should plan to enable pupils to make progress with these skills, as appropriate in each key stage.

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
<p>Investigating – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • asking relevant questions • knowing how to use different types of sources as ways of gathering information • knowing what may constitute evidence for understanding religion(s). 	<p>Ask increasingly deep and complex questions about religion.</p> <ul style="list-style-type: none"> • Use a widening range of sources to pursue answers. • Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. • Evaluate a range of responses to the questions and issues they study
<p>Reflecting – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • reflecting on religious beliefs and practices and ultimate questions • reflecting upon feelings, relationships, and experiences • thinking and speaking carefully about religious and spiritual topics 	<ul style="list-style-type: none"> • Describe how action and atmosphere makes them feel. • Experience the use of silence and thoughtfulness in religion and in life. • Take increasing account of the meanings of experience and discern the depth of questions religion addresses. • Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
<p>Expressing – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • explaining concepts, rituals and practices • identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media 	<p>Explain what words and actions might mean to believers.</p> <ul style="list-style-type: none"> • Articulate their own reactions and ideas about religious questions and practices. • Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative. • Explain in words and other ways their own responses to matters of deep conviction

<p>Interpreting – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • drawing meaning from, for example artefacts, works of art, poetry and symbols • interpreting religious language • suggesting meanings of religious texts 	<p>Say what an object means, or explain a symbol.</p> <ul style="list-style-type: none"> • Use figures of speech or metaphors to speak creatively about religious ideas. • Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. • Clarify and express the role of interpretation in religion and life
<p>Empathising – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. 	<p>See with sensitivity how others respond to their actions, words or behaviour.</p> <ul style="list-style-type: none"> • Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. • Imagine with growing awareness how they would feel in a different situation from their own. • Identify thoughtfully with other people from a range of communities and stances for life

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What do pupils gain from RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to:

<p>A. make sense of a range of religious and non-religious beliefs</p>	<p>B. understand the impact and significance of religious and non-religious beliefs</p>	<p>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>
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End of key stage outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> • Identify the core beliefs and concepts studied and give a 	<ul style="list-style-type: none"> • give examples of how people use stories, texts and 	<ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas
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simple description of what they mean	teachings to guide their beliefs and actions	they have been studying have something to say to them
<ul style="list-style-type: none"> • give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> • give a good reason for the views they have and the connections they make
<ul style="list-style-type: none"> • give clear, simple accounts of what stories and other texts mean to believers 		

End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> • make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> • describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> • offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> • give good reasons for the views they have and the connections they make

End of UPPER Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions 	<ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> • describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> • give meanings for texts / sources of authority studied, 	<ul style="list-style-type: none"> • consider and weigh up how ideas studied in this unit relate 	

comparing these ideas with ways in which believers interpret texts / sources of authority	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	
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What do pupils gain from RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

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