

Religious Education

Progression of Knowledge and Skills



Units of Study from City of York Agreed Syllabus for Religious Education

| Strands | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
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| Believing Religious beliefs, teachings, sources; questions about meaning purpose and truth | Which stories are special and why? | Year A: 1.4 What can we learn from sacred books? | Year A: 2.3 Why is Jesus inspiring to some people? | Year A: 2.2 What would Jesus do? 2.3 What do religions say to us when life gets hard? |
| | Which people are special and why? | Year B: 1.1 Who is a Christian and what do they believe? | Year B: : 2.1 What do different people believe about God? | Year B: 2.1 Why do some people think God exists? |
| Expressing Religious and spiritual forms of expression; questions about identify and diversity | Which places are special and why? | Year A: 1.6 How and why do we celebrate special and sacred times? | Year A: 2.5 Why are festivals important to religious communities? | Year A: 2.4 If God is everywhere, why go to a place of worship? |
| | Which times are special and why? | Year B: 1.5 What makes some places sacred? | Year B: 2.5 Why are festivals important to religious communities | Year B: 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? |
| Living Religious practices and ways of living; questions about values and community | Where do we belong? | Year A: 1.7 What does it mean to belong to a faith community? | Year A: 2.8 What does it mean to be a Hindu in Britain today? | Year A: 2.6 What does it mean to be a Muslim in Britain today? |
| | What is special about our world? | Year B: 1.8 How should we care for others in the world and why does it matter? | Year B: 2.9 What can we learn from religions about deciding what is right and wrong? | Year B: 2.7 What matters most to Christians and Humanists? |

End of Key Stage outcomes - RE should enable pupils to:

| Aims | EYFS | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| <p>Know about and understand a range of religious and worldviews</p> | <p>Enjoys listening to longer stories and can remember much of what happens <i>(DM, C&L, 3 + 4-year-olds)</i></p> <p>Understands 'why' questions <i>(DM, C&L, 3 + 4-year-olds)</i></p> <p>Develop positive attitudes about the differences between people <i>(DM, UW, 3 + 4-year-olds)</i></p> <p>Asks questions to find out more and to check they understand what has been said to them <i>(DM, C&L, Reception)</i></p> <p>Engages in story times <i>(DM, C&L, Reception)</i></p> <p>Compares and contrasts characters from stories, including figures from the past <i>(DM, UW, Reception)</i></p> <p>Recognises that people have different beliefs and celebrate special times in different ways <i>(DM, UW, Reception)</i></p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <i>(ELG, UW, PCC)</i></p> | <p>Describe the main beliefs of a religion;</p> <p>Describe the main festivals of a religion;</p> <p>Recognise, name and describe religious artefacts, places and practices;</p> <p>Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</p> <p>Observe when practices and rituals are featured in more than one religion or lifestyle.</p> | <p>Describe the key teachings and beliefs of a religion;</p> <p>Begin to compare the main festivals of world religions;</p> <p>Refer to religious figures and holy books;</p> <p>Identify religious artefacts and how they are involved in daily practices and rituals;</p> <p>Describe religious buildings and how they are used;</p> <p>Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> | <p>Recognise and explain how some teachings and beliefs are shared between religions;</p> <p>Explain how religious beliefs can shape the lives of individuals and contribute to society;</p> <p>Explain practices and lifestyles associated with belonging to a faith;</p> <p>Explain practices and lifestyles associated with belonging to a non-religious community;</p> <p>Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</p> <p>Show an understanding of the role of a spiritual leader.</p> |

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| <p>Express ideas and insights about the nature, significance and impact of religions and worldviews</p> | <p>Can express a point of view and to debate when they disagree with an adult or friend, using words as well as actions (DM, C&L, 3 + 4-year-olds)</p> <p>Articulates their ideas and thoughts in well-formed sentences (DM, C&L, Reception)</p> <p>Talks about stories to build familiarity and understanding (DM, C&L, Reception)</p> <p>Expresses their feelings (DM, PSED, Reception)</p> <p>Talks about members of their community (DM, UW, Reception)</p> <p>Responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG, C&L, Listening, Attention and Understanding)</p> <p>Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG, C&L, Speaking)</p> <p>Knows some similarities and differences between different religious communities in this country, drawing on their experiences and what has been read in class (ELG, UW, People, Culture and Communities)</p> | <p>Name religious symbols and the meaning of them;</p> <p>Learn the name of important religious stories;</p> <p>Retell religious stories and suggest meanings in the story;</p> <p>Identify things that are important in their lives;</p> <p>Ask questions about the puzzling aspects of life;</p> <p>Understand that there are similarities and differences between people.</p> | <p>Begin to identify religious symbolism in different forms of art and communication;</p> <p>Looking at holy texts and stories, explain meaning in a story;</p> <p>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> <p>Understand that personal experiences and feelings can influence their attitudes and actions;</p> <p>Ask questions that have no agreed answers and offer suggestions as answers to those questions.</p> <p>Understand that there are similarities and differences between people and respect those differences.</p> | <p>Explore religious symbolism in literature and the arts;</p> <p>Explain some of the different ways individuals show their beliefs;</p> <p>Share their opinions or express their own belief with respect and tolerance for others.</p> <p>Recognise and express feelings about their identities and beliefs;</p> <p>Explain their own opinions about tricky concepts and questions that have no universally agreed answers;</p> <p>Explain why their answers may be different from someone else's and respond sensitively.</p> |
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End of Key Stage outcomes - RE should enable pupils to:

| Aims | EYFS | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
|--|---|---|--|--|
| <p>Gain and deploy the skills needed to engage seriously with religions and world views</p> | <p>Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (DM, C&L, 3 + 4-year olds))</p> <p>Develops positive attitudes about the differences between people (DM, UW, 3 + 4-year-olds)</p> <p>Thinks about the perspectives of others (DM, PSED, Reception)</p> <p>Recognises that people have different beliefs and celebrate special times in different ways (DM, UW, Reception)</p> <p>Shows sensitivity to their own and others' needs (ELG, PSED, Building Relationships)</p> <p>Explains some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts (ELG, UW, People, Culture and Communities)</p> | <p>Look at how values affect a community and individuals;</p> <p>Explain how actions can affect other people;</p> <p>Understand that they have their own choices to make and begin to understand the concept of morals.</p> | <p>Make informed choices and understand the consequences of choices;</p> <p>Describe how shared values in a community can affect behaviour and outcomes;</p> <p>Discuss and give opinions on morals and values, including their own.</p> | <p>Explain why individuals and communities may have similar and differing values;</p> <p>Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</p> <p>Express their own values while respecting the values of others.</p> |