

Bealings School
RE – Progression of skills

Adapted from the Suffolk Agreed Syllabus for Religious Education



	EYFS (Personal, social and emotional development)	Years 1 and 2	Years 3 and 4	Years 5 and 6
Learning about religion and belief	<ul style="list-style-type: none"> know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explore a range of religious stories and sacred writings, and talk about their meanings name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses identify and suggest meanings for religious symbols and begin 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings identify and begin to describe the similarities and differences within and between religions investigate the significance of religion in the local, national and global communities consider the meaning of a range of forms of religious expression, understand why they 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings identify and begin to describe the similarities and differences within and between religions investigate the significance of religion in the local, national and global communities consider the meaning of a range of forms of religious expression, understand why they

		<p>to use a range of religious words and phrases.</p>	<p>are important in religion, and note links between them</p> <ul style="list-style-type: none"> • describe, and begin to understand, religious and other responses to ultimate and ethical questions • use specialist vocabulary in communicating their knowledge and understanding • use and interpret information about religions from a range of sources. 	<p>are important in religion, and note links between them</p> <ul style="list-style-type: none"> • describe, and begin to understand, religious and other responses to ultimate and ethical questions • use specialist vocabulary in communicating their knowledge and understanding • use and interpret information about religions from a range of sources.
<p>Learning from religion and belief</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness • ask and respond imaginatively to puzzling questions, communicating their ideas • identify what matters to them and others, including those with religious commitments, and communicate their responses • reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • reflect on what it means to belong to a faith community, communicating their own and others' responses • respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways • discuss their own and others' views of religious truth and belief, expressing their own ideas • reflect on ideas of right and wrong and their own and others' responses to them 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • reflect on what it means to belong to a faith community, communicating their own and others' responses • respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways • discuss their own and others' views of religious truth and belief, expressing their own ideas • reflect on ideas of right and wrong and their own and others' responses to them

		<ul style="list-style-type: none"> • recognise that religious teachings and ideas make a difference to individuals, families and the local community. 	<ul style="list-style-type: none"> • reflect on sources of inspiration in their own and others' lives. 	<ul style="list-style-type: none"> • reflect on sources of inspiration in their own and others' lives.
Breadth of study	<ul style="list-style-type: none"> • Be introduced to the different religions represented in the class and note the features of their celebrations throughout the year 	<ul style="list-style-type: none"> • Investigating Christianity introducing all the learning themes below • introducing one other principal religion, Judaism – including at least themes 1 – 4 • encountering examples from other religions (Buddhism, Hinduism, Islam or Sikhism) possibly with a local presence and a secular world view as appropriate, and touching on any relevant area of study. <p>N.B. More time should be spent on Christianity than on any other individual religion with a minimum equivalent of no fewer than three terms on Christianity and one on Judaism.</p>	<ul style="list-style-type: none"> • Exploring Christianity in more detail – incorporating each learning theme below • Investigating Islam – including at least themes 1 – 4 below • Revisiting or encountering Buddhism and Sikhism, touching on various themes or looking at one in detail. • a secular world view within any of the themes. <p>N.B. A minimum equivalent of two terms should be spent on Christianity, one term each on Islam, Buddhism and Sikhism.</p>	<ul style="list-style-type: none"> • Exploring Christianity in more detail – incorporating each learning theme below • Investigating Hinduism – including at least themes 1 – 4 below • Revisiting or encountering Judaism, touching on various themes or looking at one in detail. • a secular world view within any of the themes. <p>N.B. A minimum equivalent of two terms should be spent on Christianity and one on Hinduism and Judaism. Christianity should be included in each year and more time spent on it than on any other individual religion.</p>

<p>Learning themes</p>		<p>Believing: What some families believe about God, the natural world, human beings, a significant figure</p> <p>Belonging: Where and how people belong and why belonging is important</p> <p>Prayer and worship: How and why some people pray and what happens in a place of worship</p> <p>Leaders and teachers: Figures who have an influence on others locally, nationally and globally in religion and why</p> <p>Stories and books: How and why some stories and books are sacred and important</p> <p>Celebrations: What celebrations are important in religion and why</p> <p>Symbols and artefacts: How symbols and artefacts are used to express religious meaning and why they are used</p>	<p>Beliefs and questions*: at key beliefs people hold about God, the world and humans</p> <p>Inspirational people*: Why some figures, e.g. founders, leaders and teachers, inspire religious believers</p> <p>Teaching and authority*: What sacred texts and other sources say about God, the world and human life</p> <p>Religion and the individual*: What is expected of a believer following a religion and the impact of belief on people's lives</p> <p>Religion, family and community: How religious families and communities practise their faith and the contributions this makes to local life</p> <p>Worship, pilgrimage and sacred places: Where, how and why people worship, including the importance of some particular religious sites</p> <p>The journey of life and death: Why some occasions are sacred to believers and what people think about life after death</p>	<p>Beliefs and questions*: at key beliefs people hold about God, the world and humans</p> <p>Inspirational people*: Why some figures, e.g. founders, leaders and teachers, inspire religious believers</p> <p>Teaching and authority*: What sacred texts and other sources say about God, the world and human life</p> <p>Religion and the individual*: What is expected of a believer following a religion and the impact of belief on people's lives</p> <p>Religion, family and community: How religious families and communities practise their faith and the contributions this makes to local life</p> <p>Worship, pilgrimage and sacred places: Where, how and why people worship, including the importance of some particular religious sites</p> <p>The journey of life and death: Why some occasions are sacred to believers and what people think about life after death</p>
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Experiences and opportunities		<ul style="list-style-type: none"> • visiting places of worship with a focus on stories, symbols and feelings • listening and responding to visitors from local faith communities • using their senses to explore religious artefacts • experiencing times of celebration, ritual, silence and quiet reflection • using art and design, music, dance and drama to express feelings and ideas • beginning to use ICT to explore religion and belief • encountering secular world views and sharing their own beliefs, ideas and values. 	<ul style="list-style-type: none"> • encountering religion through visitors or visits to places of worship where possible, and where not, making use of video, Internet and e-mail • meeting, in action and dialogue, including people who are religious believers and considering a range of human and religious experiences and feelings • debating some religious and philosophical questions, reflecting on their own and others' insights into life and its origin, purpose and meaning and learning to disagree respectfully 	<ul style="list-style-type: none"> • encountering religion through visitors or visits to places of worship where possible, and where not, making use of video, Internet and e-mail • meeting, in action and dialogue, including people who are religious believers and considering a range of human and religious experiences and feelings • debating some religious and philosophical questions, reflecting on their own and others' insights into life and its origin, purpose and meaning and learning to disagree respectfully

			<ul style="list-style-type: none">• expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT• comparing religions with the world views of pupils, including, where appropriate, secular philosophies or religious traditions not otherwise being studied• developing ICT use, particularly in enhancing pupils' awareness of religion and belief globally.	<ul style="list-style-type: none">• expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT• comparing religions with the world views of pupils, including, where appropriate, secular philosophies or religious traditions not otherwise being studied• developing ICT use, particularly in enhancing pupils' awareness of religion and belief globally.
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