



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

RELIGIOUS EDUCATION

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage Two
<ul style="list-style-type: none"> Nature of Religion and Belief 	<ul style="list-style-type: none"> Name and explain the purposes of local importance Take children to different places of worship and places of local importance to the community Invite visitors from different religious and cultural communities into the classroom 	<ul style="list-style-type: none"> Can tell the difference between ordinary everyday things and things that some 'people call 'sacred', 'holy' or 'special'. Understand that many people belong to religions/worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with. 	<ul style="list-style-type: none"> Can identify some shared characteristics of some religions e.g. Creator God. Beginning to recognise different traditions within religions/worldviews. 	<ul style="list-style-type: none"> Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices
<ul style="list-style-type: none"> Expressing Beliefs 	<ul style="list-style-type: none"> Encourage children to talk about any religious or non-religious members of the local community Talk about people they have come across in the community and say about their own experiences Share texts, images and tell oral stories from the past and present 	<ul style="list-style-type: none"> Can recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. Can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs. 	<ul style="list-style-type: none"> Can describe and explain how some people express their feelings through art, music and dance. Can give examples of music, art and dance from different traditions. 	<ul style="list-style-type: none"> Can show how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

RELIGIOUS EDUCATION



<ul style="list-style-type: none"> • A Good Life 	<ul style="list-style-type: none"> • Listen to stories and parables from different religions and draw themes such as kindness, forgiveness and love • Use role-play to explore and become familiar with well-known stories • Explore rules and the concept of right and wrong • Use stories and real-life examples to explore behaviour and make good choices • Talk about who cares for them • Talk about ways people show love and concern for others 	<ul style="list-style-type: none"> • Can identify characteristics in the lives of people who are held as examples by religions/worldviews. • Can identify and suggest meanings for the teachings about right and wrong from different religions/worldviews. 	<ul style="list-style-type: none"> • Know some role models/ leaders of religions and worldviews. • Know how values of right and wrong are shared across different religions/worldviews. 	<ul style="list-style-type: none"> • Explain how certain people who are regarded as role models put their teachings and values into practice. • They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life.
---	---	---	---	--





AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

RELIGIOUS EDUCATION



<ul style="list-style-type: none"> • Personal Journey 	<ul style="list-style-type: none"> • Listen to what others say about their families • Talk about special or precious objects found in their home 	<ul style="list-style-type: none"> • Can give examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life. • Can retell a story about someone whose experience or encounter changed their life. 	<ul style="list-style-type: none"> • Can give examples of amazing, puzzling or mysterious experiences from a wider range of religions/worldviews. • Can compare stories about people whose experience or encounter changed their lives. 	<ul style="list-style-type: none"> • Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.
<ul style="list-style-type: none"> • Influence and Authority 	<ul style="list-style-type: none"> • Build a bank of vocabulary to describe their own lives and others • Develop knowledge of when celebrations occurs and respond creatively to different festivals 	<ul style="list-style-type: none"> • Can identify evidence of religions/worldviews in their community. They understand that religions/worldviews do not have the same importance for all people and all places 	<ul style="list-style-type: none"> • Explain how and why festivals and seasons are celebrated and how these may be celebrated in different countries. 	<ul style="list-style-type: none"> • Give examples to show how communities are influenced by their traditional religions/worldviews. • They understand that different religions/worldviews, in different combinations, are influential in different countries.



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

RELIGIOUS EDUCATION



• The Big Picture



- Draw out common themes from stories, parables and fables
- Begin to understand some books and stories have particular importance to some people
- Observe the natural world with hands-on experiences
- Discuss how we care for the natural world
- Become familiar with stories, messages, actions and thoughts from different faith traditions about the natural world

- Can identify some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions.
- Can tell the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years

- Recall stories from different traditions and explain how these affect people's lives.

- Explain how people from different religions/worldviews express what they understand about the world through stories.