

Powerstock CE VA School

Progression Skills for Religious Education



Powerstock School religious education is guided by the Dorset Agreed Syllabus 2016. Please see our curriculum long term plans for each class: <https://powerstock.school/learning/curriculum/>

For the end of Reception in Burton Class:

We have aimed to select the Early Learning Goals that link most closely to RE curriculum guidance.

For more detail about linked subject progression within the EYFS Framework.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places and objects.

Areas to Cover in the Non-Statutory Guidance

These three areas should underpin the breadth of coverage of RE in schools:

- **SMSC**
- **Personal Growth and Development**
- **Community Cohesion**

Beliefs and teachings (from various religions)

Describe, explain and analyse beliefs and practices, recognizing diversity which exists within and between religious traditions.

Time to reflect and personal growth

Showing an appreciation by reflection on how religion plays an important role in people's lives. Exploring identity and who we are.

Rituals, ceremonies and lifestyles (from various religions)

Exploring the day-to-day lives and practices of various religions.

Values (in your own life and others' lives)

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

How beliefs are expressed

Understanding how books, scriptures, symbols, art and readings convey beliefs.

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.

Intent

Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives. We want children to be able to use language effectively, ask questions and understand that we live in a global world where everyone has a voice in how they live out their faith.



Implementation

Our lessons offer a broad range of study for children studying RE. We have suggested specific series of lessons for each year group, which will offer structure and narrative but are no means to be used exclusively, rather to be used to support planning. In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. Our lessons provide challenge and differentiation will show development of skills. As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes. Lessons are taught by class teachers and we aim to enhance the learning with visits and visitors when possible. We also introduce other religions and Christian teaching in our daily assemblies. We understand the power of other curriculum subjects such as Art, D&T, English and Geography and try to ensure that each child's experience of learning in RE is rich and varied.



Impact

We believe that the impact of our RE curriculum will allow children to have a better understanding of the religions that make up the UK and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our long term plans enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

	KS1 (Burton Class)	LKS2 (Cogden Class)	UKS2 (Seatown Class)
Beliefs and teachings (from various religions)	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; b describe the main festivals of a religion. 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books. 	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles (from various religions)	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle. 	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader.
How beliefs are expressed	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a begin to identify religious symbolism in different forms of art and communication; b looking at holy texts and stories, explain meaning in a story; c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; c share their opinion or express their own belief with respect and tolerance for others.

Time to reflect and personal growth	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people. 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences. 	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively.
Values (in your own life and others lives)	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals. 	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own. 	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; c express their own values while respecting the values of others.