

Mary Dean's Religion and World Views Progression of Skills

Principle Aims of RE Agreed Syllabus

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
 - To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

EYFS - the Early Learning Goals that link most closely to the RE Syllabus

- 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.
- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- show sensitivity to their own and to others' needs.
- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to, and during whole class discussions and small group interactions.

make comments about what they have heard and ask questions to clarify their understanding.

The purpose of religious education

The agreed syllabus that we follow asserts the importance and the value of religious education for all pupils, with on going benefits for an open, articulate and understanding society.

The following purpose statements underpin the syllabus which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life. Beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ

The curriculum for RE aims to ensure that all pupils:

1 Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individual and with communities
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretations

2 Understand the impact and significance of religious and non-religious beliefs, so that they can:

- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world

- Appreciate and appraise the significance of different ways of lie and way of expressing meaning.
- 3 Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so they can:**
- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- Challenge the ideas studied, and allow the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

	EYFS	1 & 2	3 & 4	5 & 6
Making sense of beliefs	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Act out scenes from stories • Start to use religious vocabulary • Start talking about the different ways in which people believe and behave, and to ask questions. <p><u>EYFS2</u></p> <ul style="list-style-type: none"> • To talk about things, places, times, feelings and what people do 	<ul style="list-style-type: none"> • Identify core beliefs and concepts studied and give simple descriptions of what they mean. • Give examples of how stories show what people believe e.g. the meaning behind a festival. • Give clear simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between text/sources of authority and the core concepts studied • Offer informed suggestions about what text/sources of authority can mean and give examples of what these sources can mean to believers 	<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied using examples from texts/sources of authority in religion. • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • Give meanings for texts/sources of authority comparing these ideas with some ways in which believers interpret texts/sources of authority

<p>Understanding impact</p>	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Talk and listen to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner EYFS2 • To recall and retell some simple stories • world of thoughts and feelings. 	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions. • Give examples of ways in which believers put their beliefs into practise. 	<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify differences in how people put their beliefs into practise 	<ul style="list-style-type: none"> • Make clear connections between what people believe and how they live individually and in communities • Using evidence and examples show how and why people put their beliefs into practise in different ways eg in different communities, denominations and cultures

Making connections	<p>EYFS2</p> <ul style="list-style-type: none"> • To observe, notice and wonder about different things they encounter and ask questions about them • Link stories and information taught to their lives and experiences • To use appropriate vocabulary to express emotions, thoughts and feelings eg to say why something is special to them 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether ideas that they have been studying have something to say to them. • Give good reasons for the views they have and connections they make. 	<ul style="list-style-type: none"> • Make links between some of the beliefs and practised studied and life in the world today expression ideas of their own clearly • Raise important questions and suggest answers about how far the beliefs and practise studied might make a difference to how people might think and live • Give good reasons for the views they have and connections they make. 	<ul style="list-style-type: none"> • Make connections between the beliefs and practised studied evaluating and explaining their importance to different people e.g. believers and atheists • Reflect on an articulate lessons people might gain from the beliefs/practises studied including their own responses recognising that others might think differently • Consider and weight up how ideas studied in this unit relate to their own experiences and experience of the world today, developing insights of their own and giving good reasons

				for the views they have and connections they make.
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