RE – Key Areas of Enquiry: Whole School Progression

EYFS	<u>Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)</u> 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.	<u>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</u> 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.	<u>Personal, Social and Emotional Development (Making Relationships)</u> 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.	<u>Understanding the World (People and Communities)</u> 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.	<u>Understanding the World (The World)</u> Children know about similarities and differences in relation to places and objects.
	We have aimed to select the Early Learning Goals that link most closely to RE curriculum guidance *More specific long-term planning learning objectives are linked to the four* <u>Key Areas of Enquiry</u> • *God: What do people believe about God?* • *Being human: How does faith and belief affect the way people live their lives?* • *Community, worship and celebration: How do people express their religion and beliefs?* • *Life journey: Rites of passage and How do people mark important events in life?*				

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	KS1	LKS2	UKS2
God	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. 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. Children can: • describe the main beliefs of a religion • describe the main festivals of a religion • name religious symbols and the meaning of them • learn the name of important religious stories • retell religious stories and suggest meanings in the story	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. 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. Children can: • describe the key teachings and beliefs of a religion • refer to religious figures and holy books • begin to identify religious symbolism in different forms of art and communication • looking at holy texts and stories, explain meaning in a story • express their beliefs in different forms, with respect for others' beliefs and comparing beliefs	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. 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. Children can: • recognise and explain how some teachings and beliefs are shared between religions • explain how religious beliefs can shape the lives of individuals and contribute to society • explore religious symbolism in literature and the arts • explain some of the different ways individuals show their beliefs • share their opinion or express their own belief with respect and tolerance for others

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Being Human	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. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. <u>Children can:</u> • identify things that are important in their lives; • ask questions about the puzzling aspects of life • understand that there are similarities and differences between people • understand that they have their own choices to make and begin to understand the concept of morals	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. <u>Children can:</u> • understand that personal experiences and feelings can influence their attitudes and actions • offer suggestions about why religious and non-religious leaders and followers have acted the way they have • ask questions that have no agreed answers, and offer suggestions as answers to those questions • understand that there are similarities and differences between people and respect those differences	Children continue to develop their understanding of 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. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements. <u>Children can:</u> • recognise and express feelings about their identities and beliefs • explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers • explain why their answers may be different from someone else's and respond sensitively • show an awareness of morals, question morals and demonstrate an ability to make choices

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Community, Worship & Celebration	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. Children can: • recognise, name and describe religious artefacts, places and practices • explain religious rituals and ceremonies and the meaning of them, including their own experiences of them • observe when practices and rituals are featured in more than one religion or lifestyle. • look at how values affect a community and individuals	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 begin to understand the concept of shared values and how a community can use shared values. Children can: • identify religious artefacts and how they are involved in daily practices and rituals • describe religious buildings and how they are used • explain religious ceremonies and rituals and their importance for people's lives and sense of belonging • begin to compare the main festivals of world religions • describe how shared values in a community can affect behaviour and outcomes	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. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Children can: • explain practices and lifestyles associated with belonging to a faith • explain practices and lifestyles associated with belonging to a non-religious community • compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles • show an understanding of the role of a spiritual leader

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Life Journey	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. <u>Children can:</u> • explain how actions can affect other people	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. <u>Children can:</u> • make informed choices and understand the consequences of choices • discuss and give opinions on morals and values, including their own	Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. Children also explore pilgrimages as a part of a religious life. <u>Children can:</u> • explain why individuals and communities may have similar and differing values • understanding the consequences • express their own values while respecting the values of others