



	<h1>Religious Education</h1>	
EYFS Framework 2021		
ELG: People, Culture and Communities	Children at the expected level of development will: <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. 	
EYFS Progression of Knowledge and Skills		
<ul style="list-style-type: none"> I can explain what Diwali is and how it is celebrated. I can state well known festivals that are celebrated by Christians. I can compare different religions. 		
Vocabulary: Diwali, Hinduism, Christmas, Christians, religion		
KS 1 Kent Agreed Syllabus		
A. Know about and understand a range of religions and worldviews. <ul style="list-style-type: none"> A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. <ul style="list-style-type: none"> B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. C. Gain and deploy the skills needed to engage seriously with religions and worldviews. <ul style="list-style-type: none"> C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. 		
KS 1 Ready to Progress Criteria		
('Teaching a Broad and Balanced Curriculum for Educational Recovery', June 2021)		
At key stage 1 and 2:		
<ul style="list-style-type: none"> If pupils develop thorough knowledge of a particular religion, its origins, settings, cultures, stories, sights and sounds, they will gain not only a secure sense of what a religion is but will also have a strong foundation for studying other religions. Teachers should retain breadth of study within a religion. Otherwise, pupils may develop misconceptions about what it means to be religious and non-religious. Ensure pupils have a sense of the diversity of religions, as well as non-religious worldviews such as Humanism. Pupils should be secure in basic ideas, teachings, stories and practices critical to religious and non-religious content. Specific examples might be ideas such as 'dharma', 'sacred' or 'interpretation'. 		
Year 1 Progression of Knowledge and Skills		
Enquire	<ul style="list-style-type: none"> I can recognise and describe things that are special to others. I can recognise religious symbols and words. 	
Contextualise	<ul style="list-style-type: none"> I can talk about my own feelings and experiences. I can talk about what is important to me and others. I can give examples of ways different people show religion is important to them. I can share my 	



	experiences and feelings about sharing and greed; right and wrong.
Evaluate	<ul style="list-style-type: none">I can talk about what I like and dislike in a religious story.I know there are special people and times.I can recognise times when I say 'sorry' and understand that Christians ask God to forgive them.
Communicate	<ul style="list-style-type: none">I can retell a range of religious stories.I can talk about things that concern me.I can talk about puzzling ideas.I can describe and explain some of the symbols used in church.I can talk about my own special day and what to do
Year 2 Progression of Knowledge and Skills	
Enquire	<ul style="list-style-type: none">I can use words correctly when describing religious festivals and celebrations.I can identify important symbols and how some people are considered special through the examples they set.
Contextualise	<ul style="list-style-type: none">I can describe the feelings I have about something important to me.I can give examples of how religious people celebrate.I can talk about the meaning of the symbol of light in a religious celebration and how it makes me feel.
Evaluate	<ul style="list-style-type: none">I realise that some ideas are hard to explain.I realise that some actions are right and others are wrong.I can reflect on important issues and talk about my feelings.I can talk about the meaning of a range of religious stories.
Communicate	<ul style="list-style-type: none">I can talk about some things people believe about God.I can describe different experiences and feelings I have about a range of important issues.I can describe the feelings I have about belonging to a community.



KS2 Kent Agreed Syllabus

- A. Know about and understand a range of religions and worldviews.
 - A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance
 - A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
 - A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
 - B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
 - B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
 - B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
 - C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
 - C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
 - C3. 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, and express their own ideas clearly in response.

KS 1 Ready to Progress Criteria

(‘Teaching a Broad and Balanced Curriculum for Educational Recovery’, June 2021)

At key stage 1 and 2:

- If pupils develop thorough knowledge of a particular **religion**, its **origins, settings, cultures, stories, sights and sounds**, they will gain not only a secure sense of what a religion is but will also have a strong foundation for studying other religions.
- Teachers should retain breadth of study within a religion. Otherwise, pupils may develop **misconceptions** about what it means to be **religious and non-religious**.
- Ensure pupils have a sense of the **diversity of religions**, as well as **non-religious worldviews** such as Humanism.
- Pupils should be secure in basic **ideas, teachings, stories and practices** critical to **religious and non-religious content**. Specific examples might be ideas such as ‘dharma’, ‘sacred’ or ‘interpretation’.

Year 3 Progression of Knowledge and Skills

Enquire	<ul style="list-style-type: none"> • I can research into and use a range of words correctly when I talk about a religion. • I can explain the meaning of a range of terms used in Judaism.
Contextualise	<ul style="list-style-type: none"> • I can describe things religious people do. • I can give examples of how different people show that religion is important to them. • I can describe the feelings I have about things that are important to me.
Evaluate	<ul style="list-style-type: none"> • I can recognise and describe accurately some things to do with religion. • I can describe some symbols used in festivals and explain their meaning. • I understand the importance of reflection. • I am beginning to see some similarities in different religions and link together aspects of religious life and practice.



Communicate	<ul style="list-style-type: none"> I can describe feelings and experiences of a range of issues, including special times and new life. I can describe some of the ways in which people show that religion is important to them and recognise different viewpoints. I can explain some of the ways in which religion can influence a person's life.
Year 4 Progression of Knowledge and Skills	
Enquire	<ul style="list-style-type: none"> I can ask a range of questions about puzzling ideas. I can recognise some important places of worship. I can identify and explain the significance of symbols of worship. I can explore and define some of the key words used when studying religion.
Contextualise	<ul style="list-style-type: none"> I can describe how special times are important to some people. I can compare my ideas with others. I can talk about my own feelings on what is important to me. I can explain and describe the concepts of 'Betrayal' and 'Trust'
Evaluate	<ul style="list-style-type: none"> I am beginning to explain simply some of the links between different features of a religion. I can make connections between religions. I realise that some features of a religion influence my own life. I can show ways in which people reflect at a special time.
Communicate	<ul style="list-style-type: none"> I can describe some of the beliefs of a religion. I can discuss my own and others' ideas. I can describe how special places or experiences are important to some people. I can describe some of the ways in which people show that religion is important.
Year 5 Progression of Knowledge and Skills	
Enquire	<ul style="list-style-type: none"> I can research the role of an important religious person. I can explore some of the ways in which people show that religion is important to them. I can ask a range of good questions when studying religion. Through my enquiry, I am developing a greater religious vocabulary. I can offer questions about things hard to understand.
Contextualise	<ul style="list-style-type: none"> I can link the way I behave to that of a believer. I can link the things that are important to me and to other people. I can describe some practical ways Christians might care for the world. I can describe and explain the symbolism of 'good' and 'evil'
Evaluate	<ul style="list-style-type: none"> I can describe some ways in which people show that religion is important to them. I can recognise that some features are different in the same religion. I can make comparisons between different styles of worship and explain different viewpoints. I can also explain different people's ideas about the things they value and their vision of life.
Communicate	<ul style="list-style-type: none"> I can share my own beliefs about life and death, referring to ideas from religion. I can explain how ritual and symbolism help in worship. I can describe different ways that people reflect in special places. I can explain the importance of commitment, why some people think the Holy books are special and important and different people's ideas about the things they value.
Year 6 Progression of Knowledge and Skills	
Enquire	<ul style="list-style-type: none"> I can explore the meaning of a range of terms used when studying religion. I can suggest and use a range of good questions and suggest suitable answers; developing into more probing questions and express my views.
Contextualise	<ul style="list-style-type: none"> I can show an insight and understanding into some of the ways religion can influence a person's life. I can describe an important event and compare different people's accounts and experiences of this same event.



RE National Curriculum and Progression of Knowledge and Skills



	<ul style="list-style-type: none">• I can explain the significance of the stories to Christians and how they affect our lives.
Evaluate	<ul style="list-style-type: none">• I can reflect on my own views and feelings with reasons on religious issues.• I can explain some of the ways religion can influence a person's life.• I can express my own ideas on values concerning me and how religion affects how I behave.• I can evaluate and offer thoughtful comments about the beliefs of a person/community.
Communicate	<ul style="list-style-type: none">• I can explain why different people think some things are special, different peoples' ideas about things they value.• I can explain different people's ideas about the things they value in life or their 'vision of life'.