



RELIGIOUS EDUCATION at Roydon Primary School

Objectives from the Norfolk Agreed Syllabus 2019:

<p>EYFS: <u>Learning about religion & belief</u> Pupils should take part in enquiries that enable them to:</p> <ul style="list-style-type: none">• talk about aspects of some stories which raise puzzling and interesting questions• recognise simple religious beliefs or teachings• identify simple features of religious life and practice in a family context• recognise a number of religious words• name the cross as a Christian symbol and recognise some other religious symbols or symbolic clothing• recognise some religious artefacts, including those in cultural as well as religious use <p><u>Learning from religion & belief</u> Pupils should take part in enquiries that enable them to:</p> <ul style="list-style-type: none">• recognise aspects of their own experiences and feelings in religious stories and celebrations• recognise there are both similarities and differences between their own lives and those of other children, including those from religious backgrounds• identify what they find interesting or puzzling about religious events• ask questions about puzzling things in religious stories or in the natural world• say what matters, or is of value, to them and talk about how to care for and respect things people value• talk about what concerns them about different ways of behaving e.g. being kind and helpful, being unfair	<p>Key Stage 1: <u>Learning about religion & belief</u> Pupils should take part in enquiries that enable them to:</p> <ul style="list-style-type: none">• explore a range of religious stories and sacred writings, and talk about their meanings• name and explore a range of celebrations, worship and rituals noting similarities and differences, where appropriate• identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives• explore how religious beliefs and ideas, and those of world views, can be expressed through the creative and expressive arts and communicate their responses• Identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases. <p><u>Learning from religion & belief</u> Pupils should take part in enquiries that enable them to:</p> <ul style="list-style-type: none">• reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness• ask and respond imaginatively to puzzling questions, communicating their ideas• identify what matters to them and others, including those with religious commitments, and communicate their responses• reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice• recognise that religious teachings and ideas make a difference to individuals, families and the local community	<p>Key Stage 2: <u>Learning about religion & belief</u> Pupils take part in enquiries which enable them to:</p> <ul style="list-style-type: none">• describe the key aspects of religions and world views, especially the people, stories, traditions and customs that influence their beliefs and values• describe the variety of practices and ways of life in religions and world views and understand how these stem from, and are closely connected with, beliefs and teachings• identify and begin to describe the similarities and differences within and between religions, and within and between world views• investigate the significance of religion and world views in the local, national and global communities• consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them• describe and begin to understand religious and Humanist approaches to ultimate and ethical questions• use specialist vocabulary in communicating their knowledge and understanding• use and interpret information about religions and beliefs from a range of sources. <p><u>Learning from religion & belief</u> Pupils should take part in enquiries that enable them to:</p> <ul style="list-style-type: none">• reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others' responses• respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways• discuss their own and others' views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others• reflect on ideas of right and wrong and their own and others' responses to them• reflect on and begin to evaluate sources of inspiration in their own and others' lives.
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Progression of Skills:			
EYFS/Year 1	Year 1/2	Year 3/4	Year 5/ 6
Considering beliefs and sources			
Recall part of a religious story (EYFS) Ask a simple question about it (1)	Recall part of a religious story and ask a simple question about it. (1) Use religious words and phrases and identify aspects of religion and say why they are important. (2)	Describe simply what a believer might learn from religious stories, practices and world views. (3) Describe the impact of religion and belief on peoples' lives. (4)	Develop their own lines of enquiry and explain how religious sources and evidence are used by religious believers (5) To provide answers to questions about life and morality (6)
Exploring comparisons and diversity			
Identify well-known religious symbols (EYFS) Use some correct names for things that are special to religious people (1)	Use some correct names for things that are special to religious people (1) Talk about things that some religious people have in common and things that are different (2)	Describe simply some things that are the same and different for people who follow religions and world views (3) Describe and compare what it is like to belong to different religious groups and world views (4)	Suggest reasons for similarities and differences in beliefs within religions as well as between religions (5) Consider a range of world views relating to questions about life and morals (6)
Developing language and expression			
Identify well-known religious symbols (EYFS) Pick out religious symbols or words, e.g. in a picture or story (1)	Pick out religious symbols or words, e.g. in a picture or story (1) Talk about what some religious words or symbols mean (2)	Use some words and symbols from religions and beliefs appropriately and independently (3) Use words and symbols from religions and beliefs correctly when providing descriptions and explanations (4)	Use an increasingly wide range of vocabulary and symbolism from different religions and world views when providing explanations (5) Begin to use a comprehensive range of vocabulary and expression from different religions and world views to provide detailed explanations (6)
Developing reasoned responses			
Give a simple reason when talking about religion and belief (EYFS) Give a simple reason using the word 'because' when talking about religion and belief (1)	Give a simple reason using the word 'because' when talking about religion and belief (1) Give a simple reason to say why they have a particular belief (2)	Give a reason to say why their beliefs affect their lives and compare with other people's experiences (3) Use more than one reason to support their view and begin to make use of principles to support their view about religion or belief (4)	Provide and be open to a simple challenge to their own views (5) Give reasons for more than one point of view, providing several pieces of evidence to these views e.g. a quotation, personal experience (6)

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Considering questions and looking for answers			
<p>Ask questions using Who/What/When/How (EYFS)</p> <p>Ask questions about things they find puzzling and talk about them (1)</p>	<p>Ask questions about things they find puzzling and talk about them (1)</p> <p>Talk about the questions a story from a religion or world view might make them ask (2)</p>	<p>Ask questions about religion and belief and explore different answers to them (3)</p> <p>Ask questions about the meaning and purpose of life, and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view (4)</p>	<p>Explain some of the challenges a believer may have when following their religion or world view (5)</p> <p>Look at current dilemmas and moral issues, and suggest a variety of religious and ethical responses to these (6)</p>
Exploring influences and impacts			
<p>Talk about any beliefs that are important to them (EYFS)</p> <p>Talk about themselves and things that have happened to them (1)</p>	<p>Talk about themselves and things that have happened to them (1)</p> <p>Talk about what is important to them and others with respect for their feelings (2)</p>	<p>Identify similarities and differences about things that influence them and others (3)</p> <p>Give reasons why some people inspire or influence them and others (4)</p>	<p>Respond to and analyse the lives of inspirational people, connecting their beliefs and experiences to the challenges of belonging to a particular religion or world view (5)</p> <p>Explain their own views on life's big questions, referring to who or what inspires and influences them (6)</p>