

Progression within Religious Education Lancashire Agreed Syllabus

<u>EYFS</u> <u>Autumn</u> <u>Special Times</u> <u>How and why do we celebrate?</u> <u>Early Learning Goal</u> <u>People Culture and Communities</u> Children at the expected level of development will: 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. Children will be able to give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/Harvest/ Diwali and Eid. Say why festivals are special times for believers of different faiths.	<u>EYFS</u> <u>Spring</u> <u>Special Stories</u> <u>Why are some stories special?</u> <u>Early Learning Goal</u> <u>People Culture and Communities</u> Children at the expected level of development will: 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. Children will be able to talk about/ recall some religious stories e.g. through role play, art, model making. Share features of a story that they like and explain why. Identify a sacred text e.g. Bible, Qur'an. Identify that the Bible and Qur'an are special	<u>EYFS</u> <u>Summer 1</u> <u>Special Places</u> <u>What is special about our world?</u> <u>Early Learning Goal</u> <u>People Culture and Communities</u> Children at the expected level of development will: 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. Children will also be able to talk about the wonders of the natural world. Express ideas about how to care for animals and plants Re tell stories to explain Christian and Muslim ideas about Creation and the natural world. Talk about ways in which people can harm the natural world Talk about ways in which people can look after the natural world.	<u>EYFS</u> <u>Summer 2</u> <u>Special Places</u> <u>Which places and buildings are special to different people?</u> <u>Early Learning Goal</u> <u>People Culture and Communities</u> Children at the expected level of development will: 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. Children will also be able to: Talk about their special place and explain why it is special. Be aware that some Christians, Muslims and Hindus have places that are special to them. Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple/mandir is a holy place for a Hindu. Identify some significant features/ objects found inside and outside a church or mosque. Identify new vocabulary. Talk about some of the things Christians and Muslims do
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	Beliefs and Values	Living Religious Traditions	Shared Human Experience	Search For Personal Meaning
KSI Year A How do we respond to the things that really matter?	I know how Retell and suggest meanings for religious stories and/or beliefs. Use some religious words and phrases when talking about beliefs and values.	Identify and describe how religion is expressed in different ways. Suggest the symbolic meaning of imagery and actions.	Identify things that influence a person's sense of identity and belonging.	- I know how relevant questions <u>Talk about their own identity and values</u>
KSI Year B What do people say about God?	Give an example of a key belief and/or a religious story. Give an example of a core value or commitment.	Use some religious words and phrases to recognise and name features of religious traditions. Talk about the way that religious beliefs might influence the way a person behaves.	Notice and show curiosity about people and how they live their lives.	Ask questions.
LKS2 Year A How should we live our lives?	Describe what a believer might learn from a religious teaching/story. Make links between ideas about morality and sources of authority.	Describe the impact religion has on believers' lives. Explain the deeper meaning and symbolism for specific religious practices.	Consider the range of beliefs, values and lifestyles that exist in society. Discuss how people make decisions about how to live their lives.	Reflect on their own personal sources of wisdom and authority.
LKS2 Year B Who should we follow?	Show awareness of similarities in religions. Identify beliefs and values Contained within a story/teaching.. Identify the impact religion has on a believer.	Identify how religion is expressed in different ways. Use religious terms to describe how people might express their beliefs	Describe how some people, events and sources of wisdom have influenced and inspired others.	In relation to matters of right and wrong, recognise their own and others' values.Discuss own questions and responses related to the question 'who should we follow - and why?'

UKS2 Year A Where can we find guidance on how to live our lives?	Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers. Explain the impact of beliefs and values - including reasons for diversity	Explain the impact of beliefs and values - including reasons for diversity. Describe diversity of religious practices and lifestyle within the religious tradition. Interpret the deeper meaning of symbolism - contained in stories, images and actions	Explain (with appropriate examples) where people might seek wisdom and guidance. Consider the role of rules and guidance in uniting communities.	Discuss and debate the sources of guidance available to them. Consider the role of rules and guidance in uniting communities.
UKS2 Year B Is life like a journey?	Analyse beliefs, teachings and values and how they are linked. Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life. Explain the impact of beliefs, values and practices - including differences between and within religious traditions.	Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences. Explain differing ideas about religious expression.	Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging. Discuss how people change during the journey of life.	Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments. Develop own ideas and response to learning. Demonstrate increasing self awareness in their own personal development.

