



## **EYFS – Religious Education Skills Progression**

**Intent:** At Pot Kiln we believe that pupils should be given the opportunity to study a broad and rich RE curriculum that allows for a variety of ways to explore religions, their community, personal development and wellbeing. They will be able to identify, investigate and respond to a variety of issues to help develop positive attitudes and values, enabling pupils to reflect on, and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

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| <b>Beliefs and teachings from various religions</b> <ul style="list-style-type: none"><li>• Know that other children don't always enjoy the same things, and are sensitive to this.</li></ul>  | <b>Rituals, ceremonies and lifestyles from various religions</b> <ul style="list-style-type: none"><li>• Know about similarities and differences between themselves and others, among families, communities and traditions.</li></ul>   |
| <b>How beliefs are expressed</b> <ul style="list-style-type: none"><li>• Recognise and describe special times or events for family or friends.</li></ul>   | <b>Time to reflect and personal growth</b> <ul style="list-style-type: none"><li>• Show an interest in the lives of people who are familiar to them.</li><li>• Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li></ul> |
| <b>Values in your own lives and other lives</b> <ul style="list-style-type: none"><li>• Remember and talk about significant events in their own experience.</li><li>• Show interest in different occupations and ways of life.</li></ul> |   |



# Year 1 – Religious Education Skills Progression

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| <b>Beliefs and teachings from various religions</b> <ul style="list-style-type: none"><li>• Describe some of the teachings of a religion</li><li>• Describe some of the main festivals or celebrations of a religion.</li></ul> | <b>Rituals, ceremonies and lifestyles from various religions</b> <ul style="list-style-type: none"><li>• Recognise, name and describe some religious artefacts, places and practices.</li></ul>  |
| <b>How beliefs are expressed</b> <ul style="list-style-type: none"><li>• Name some religious symbols</li><li>• Explain the meaning of some religious symbols</li></ul>  | <b>Time to reflect and personal growth</b> <ul style="list-style-type: none"><li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li><li>• Ask questions about puzzling aspects of life.</li></ul> |
| <b>Values in your own lives and other lives</b> <ul style="list-style-type: none"><li>• Identify how they have to make their own choices in life.</li><li>• Explain how actions affect others.</li></ul>                        |  |



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| <b>How beliefs are expressed</b> <ul style="list-style-type: none"><li>• Name some religious symbols</li><li>• Explain the meaning of some religious symbols</li></ul>  | <b>Time to reflect and personal growth</b> <ul style="list-style-type: none"><li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li><li>• Relate emotions to some of the experience of religious figures studied.</li></ul> |
| <b>Values in your own lives and other lives</b> <ul style="list-style-type: none"><li>• Identify how they have to make their own choices in life.</li><li>• Explain how actions affect others.</li></ul>                        |  |



## **Year 3 – Religious Education Skills Progression**

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| <b>Beliefs and teachings from various religions</b> <ul style="list-style-type: none"><li>• Present the key teachings and beliefs of a religion.</li><li>• Refer to religious figures and holy books to explain answers</li></ul>  | <b>Rituals, ceremonies and lifestyles from various religions</b> <ul style="list-style-type: none"><li>• Identify religious artefacts and explain how and why they are used</li><li>• Describe religious buildings and explain how they are used</li><li>• Explain some of the religious practices of both clerics and individuals.</li></ul> |
| <b>How beliefs are expressed</b> <ul style="list-style-type: none"><li>• Identify religious symbolism in literature and the arts.</li></ul>  | <b>Time to reflect and personal growth</b> <ul style="list-style-type: none"><li>• Show and understanding that personal experiences and feelings influence attitudes and actions.</li><li>• Give some reasons why religious figures may have acted as they did.</li><li>• Ask questions that have no universally agreed answers.</li></ul>    |
| <b>Values in your own lives and other lives</b> <ul style="list-style-type: none"><li>• Explain how beliefs about right and wrong affect people's behaviour.</li><li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li><li>• Discuss and give opinions on stories involving moral dilemmas.</li></ul> |   |



## Year 4 – Religious Education Skills Progression

**Intent:** At Pot Kiln we believe that pupils should be given the opportunity to study a broad and rich RE curriculum that allows for a variety of ways to explore religions, their community, personal development and wellbeing. They will be able to identify, investigate and respond to a variety of issues to help develop positive attitudes and values, enabling pupils to reflect on, and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

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| <b>Values in your own lives and other lives</b> <ul style="list-style-type: none"><li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li><li>• Discuss and give opinions on stories involving moral dilemmas.</li></ul> |   |



## **Year 5 – Religious Education Skills Progression**

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| <b>Beliefs and teachings from various religions</b> <ul style="list-style-type: none"><li>• Explain how some teachings and beliefs are shared between religions.</li><li>• Explain how religious beliefs shape the lives of individuals and communities.</li></ul>  | <b>Rituals, ceremonies and lifestyles from various religions</b> <ul style="list-style-type: none"><li>• Explain the practices and lifestyles involved in belonging to a faith community</li></ul>      |
| <b>How beliefs are expressed</b> <ul style="list-style-type: none"><li>• Explain some of the different ways that individuals show their beliefs.</li></ul>  | <b>Time to reflect and personal growth</b> <ul style="list-style-type: none"><li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li></ul> |
| <b>Values in your own lives and other lives</b> <ul style="list-style-type: none"><li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li><li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li></ul> |   |



## Year 6 – Religious Education Skills Progression

**Intent:** At Pot Kiln we believe that pupils should be given the opportunity to study a broad and rich RE curriculum that allows for a variety of ways to explore religions, their community, personal development and wellbeing. They will be able to identify, investigate and respond to a variety of issues to help develop positive attitudes and values, enabling pupils to reflect on, and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

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| <b>Beliefs and teachings from various religions</b> <ul style="list-style-type: none"><li>• Explain how some teachings and beliefs are shared between religions.</li><li>• Explain how religious beliefs shape the lives of individuals and communities.</li></ul>  | <b>Rituals, ceremonies and lifestyles from various religions</b> <ul style="list-style-type: none"><li>• Explain the practices and lifestyles involved in belonging to a faith community</li><li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li><li>• Show and understanding of the role of s spiritual leader</li></ul> |
| <b>How beliefs are expressed</b> <ul style="list-style-type: none"><li>• Explain some of the different ways that individuals show their beliefs.</li></ul>  | <b>Time to reflect and personal growth</b> <ul style="list-style-type: none"><li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li><li>• Explain their own ideas about the answers to ultimate questions.</li><li>• Explain why their own answers to ultimate questions may differ from those of others.</li></ul>   |
| <b>Values in your own lives and other lives</b> <ul style="list-style-type: none"><li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li><li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li><li>• Express their own values and remain respectful of those with different values</li></ul> |   |

# **Religious Education at Pot Kiln**

## **Intent**

At Pot Kiln we believe that pupils should be given the opportunity to study a broad and rich RE curriculum that allows for a variety of ways to explore religions, their community, personal development and wellbeing. They will be able to identify, investigate and respond to a variety of issues to help develop positive attitudes and values, enabling pupils to reflect on, and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

## **Implementation**

At Pot Kiln our religious education curriculum follows the Emmanuel Project. The Emmanuel Project is based on clear theological concepts exploring text or narrative, connects with faith community life, and looks at impact on an individual's life. This scheme of work provides pupils with a wide range of inspiring opportunities following a three step learning process of Engage, Enquire and Evaluate. Throughout their time at Pot Kiln our pupils will explore many religions and increase their awareness of Christianity, Judaism, Hinduism, Islam and Humanism. The pupils develop their understanding of religious education through lessons, visits to places of worships, guest speakers and workshops.

## **Impact**

At Pot Kiln we believe that the impact of our RE curriculum will be for children to have a better understanding of the religions in the UK and how they can learn and work alongside each other to create community cohesion. All pupils will be able to talk confidently about their well-being, moral and cultural development for the society in which they live in. The pupils learning in RE will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. The evidence will be seen though using the correct vocabulary, explanations and respectful opinions as well as cross- curricular evidence. Impact can also be measured through conversations with children and the termly analysis of data, which pinpoints areas for development and strengths in religious education.