



## Maybury Primary School – RE Skills Progression.



The RE curriculum taught within Maybury Primary School is taken from the locally agreed Surrey Syllabus. By the end of Key Stage 1 pupils will be provided with the opportunities to:

- Develop their knowledge and understanding of and their ability to respond sensitively to Christianity and the other principal religions represented in Great Britain
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures
- Consider questions of meaning and purpose in life
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- Develop enquiry and response skills through the use of distinctive language, listening and empathy
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Neither is it to be considered the same as collective worship, which has a separate though related place within school life.

<b>Showing knowledge and understanding.</b>	<ul style="list-style-type: none"> <li>• Have an understanding of Christianity and aspects of Judaism and Islam with the consideration of non-religious beliefs.</li> <li>• Using some religious words and phrases to recognise features of religious life and practice.</li> <li>• Recall some religious stories .</li> <li>• Recognise religious symbols.</li> <li>• Understanding why religion is important.</li> <li>• Identify how religion is expressed in different ways.</li> </ul>
<b>Expressing ideas, beliefs and insights.</b>	<ul style="list-style-type: none"> <li>• Talk about their own experiences and feelings, what they find interesting, puzzling and what is of value and concern to them.</li> <li>• Ask questions and respond sensitively.</li> <li>• Recognise that others may have different views to them and respecting these</li> <li>• Recognising there is no right or wrong answer but understanding that there are different views and beliefs.</li> </ul>

	Year 1	Year 2
Units covered (from Surrey)	What do Christians believe God is like? ASU- Is the world a fair place? Christmas Y1: Why is Christmas important to Christians?	ASU- What are your big questions? Why is the 'Church' important to Christians? Christmas Y2: What does the Christmas story tell

	Who is Jesus? Why did Jesus tell parables? Easter Y1: What do eggs have to do with Easter? What is the Torah and why is it important to Jews? Why do Jewish families celebrate Shabbat? Why should we look after our world?	Christians about Jesus? Why is the Bible an important book to Christians? Why do Christians call Jesus 'Saviour'? Easter Y2: Why is Easter important to Christians? Is prayer important to everyone? Who is Allah and how do Muslims worship him? What is important to Muslim families?
<p>The following skills are central to Religious Education and are reflected in lessons within all year groups</p>		
<p><b>Investigate</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>gather information from a variety of sources</li> <li>ask relevant questions</li> <li>know what may be appropriate information</li> </ul> <p><b>Interpret</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>draw meaning from artefacts, symbols, stories, works of art and poetry</li> <li>interpret religious language</li> <li>suggest meanings of religious texts</li> </ul> <p><b>Reflect</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>ponder on feelings, relationships, experience ultimate questions, beliefs and practices</li> <li>think and speak carefully about religious and spiritual topics</li> </ul> <p><b>Empathise</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>consider the thoughts, feelings, experiences, beliefs and values of others</li> <li>see the world through someone else's eyes</li> <li>develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy</li> </ul> <p><b>Analyse</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>draw out essential ideas, distinguish between opinion, belief and fact</li> <li>distinguish between key features of different faiths</li> <li>recognise similarities and differences</li> </ul> <p><b>Synthesise</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>link significant feature/s of religion together in a coherent pattern</li> <li>make links between religion and human experience</li> </ul> <p><b>Express</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>explain concepts, rituals and practices</li> <li>identify and express matters of deep concern by a variety of means, not only through words</li> <li>respond to religious issues through a variety of media</li> </ul> <p><b>Evaluate</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>draw conclusions by reference to different views and using reason to support own ideas</li> <li>debate issues of religious significance with reference to experience, evidence and argument.</li> </ul> <p><b>Apply</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>apply what has been learnt from a religion to a new situation</li> </ul>		
Thinking about religion and belief	To develop their understanding of religion. To understand that people have different beliefs	To develop their understanding of religion. To understand and value that people have different beliefs

Enquiring, investigating and interpreting	To study a range of religious texts. To listen and respond to a range of religious stories/teachings. To begin to extract information from secondary sources.	To study a range of religious texts. To listen and respond to a range of religious stories/teachings. To extract information from secondary sources.
Beliefs and teachings	To explore similarities and differences between different religious beliefs. To suggest meanings behind symbols and religious stories.	To explore similarities and differences between different religious beliefs. To suggest meanings behind symbols and religious stories.
Practices and lifestyles	Explore name of different religious worships, rituals and celebrations. To consider how lifestyles may vary depending on religion.	Explore name of different religious worships, rituals and celebrations. To consider how lifestyles may vary depending on religion.
Expression and language	To discuss their ideas and present them through: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing</li> <li>• Drawing</li> <li>• Modelling</li> <li>• Use of ICT</li> </ul> To identify how religion is expressed in different ways.	To discuss their ideas and present them through: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing</li> <li>• Drawing</li> <li>• Modelling</li> <li>• Use of ICT</li> </ul> To identify how religion is expressed in different ways.
Identity and experience	To begin to develop their own identity and sense of belonging.	To begin to develop their own identity and sense of belonging. To understand how religion can shape out identities.
Meaning and purpose	To create their own questions about the world around them. To begin to understand how questions can not always be answered.	To create their own questions about the world around them. To begin to understand how questions can not always be answered.
Values and commitments	To make links between values and commitments including religious, school and their own attitudes or behaviour.	To make links between values and commitments including religious, school and their own attitudes or behaviour.