



Northchapel Primary School
growing kind and caring children who aspire to succeed.

| EYFS | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Listening and Attention</p> <ul style="list-style-type: none"> • Pupils can listen to different religious and cultural stories and recall key events. • Pupils can listen to stories and ask appropriate questions. | Beliefs and teachings | <p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, and how they feature in festivals. Children can: describe the main festivals of a religion.</p> | <p>Children recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children can: describe the main beliefs of a religion.</p> | <p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. Children can: begin to compare the main festivals of world religions;</p> | <p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions. Children can: describe the key teachings and beliefs of a religion; refer to religious figures and holy books.</p> | <p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can: recognise and explain how some teachings and beliefs are shared between religions;</p> | <p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children can: explain how religious beliefs can shape the lives of individuals and contribute to society.</p> |

RELIGIOUS EDUCATION PROGRESSION OF KNOWLEDGE AND SKILLS

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| <p>Understanding</p> <ul style="list-style-type: none"> • Pupils can ask how and why questions to gain a deeper understanding by using religious artefacts, pictures, and books. | <p>Rituals, ceremonies and lifestyles</p> | <p>Children begin to explore daily practices and rituals of religions. Children begin to reflect on their own experiences of attending ceremonies. Children can: recognise, name and describe religious artefacts, places and practices;</p> | <p>Children understand daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children reflect on their own experiences of attending ceremonies. Children can: explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle.</p> | <p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children begin to discuss and present thoughtfully their own and others' views. Children can: identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used;</p> | <p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children can: explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> | <p>Moving on from LKS2, children will have the opportunity to explore non-religious ways of life. Children look further at the concepts of belonging, identity and meaning. Children also explore pilgrimages as a part of a religious life. Children can: explain practices and lifestyles associated with belonging to a faith; show an understanding of the role of a spiritual leader.</p> | <p>Children understand how certain features of religion make a difference to individuals and communities. Children explore the rituals and ceremonies which mark important points in life. Children can: explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</p> |
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| <p>Speaking</p> <ul style="list-style-type: none"> • Pupils can share their ideas about their views and beliefs with each other. • Pupils can explain their understanding of stories, beliefs, and views. • Pupils can talk about past events from their own experiences such as celebrations and special family times. • Pupils can recognise and use religious vocabulary. | <p>How beliefs are expressed</p> | <p>Children explore a range of sources of wisdom and the traditions from which they come. Children can: name religious symbols and the meaning of them;</p> | <p>Children can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can: learn the name of important religious stories; retell religious stories and suggest meanings in the story.</p> | <p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children can: begin to identify religious symbolism in different forms of art and communication;</p> | <p>Children explore a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children can: Look at holy texts and stories, and explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> | <p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can: explore religious symbolism in literature and the arts;</p> | <p>Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come. Children can: explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others.</p> |
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RELIGIOUS EDUCATION PROGRESSION OF KNOWLEDGE AND SKILLS

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| <p>Making relationships Pupils can share their experiences and knowledge of their own families' beliefs and values to build connections and discover similarities and differences.</p> <ul style="list-style-type: none"> • Pupils show sensitivity and respect to others. • Pupils share, discuss and ask questions about religious stories in small groups. | <p>Time to reflect and personal growth</p> | <p>Children look at how an appreciation of religion plays an important role in the lives of some people. Children can: identify things that are important in their lives; understand that there are similarities and differences between people.</p> | <p>Children make links to expressing identity and belonging and what is important to them. Children can: ask questions about the puzzling aspects of life;</p> | <p>Children further explore how an appreciation of religion plays an important role in the lives of some people. Children can: understand that personal experiences and feelings can influence their attitudes and actions; understand that there are similarities and differences between people and respect those differences.</p> | <p>Children make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. Children can: offer suggestions about why religious and non-religious leaders and followers have acted the way they have; ask questions that have no agreed answers, and offer suggestions as answers to those questions.</p> | <p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can: recognise and express feelings about their identities and beliefs;</p> | <p>Children can 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. Children can: explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively</p> |
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Self confidence and self awareness

- Once learning about a festival or celebration, pupils can discuss their likes and dislikes or which parts their can relate to.
- Pupils can handle and discuss religious artefacts with care and can discuss why they might be special to people

Managing feelings and behaviour

Using stories, pupils generate an understanding of right and wrong and how people make these choices.

- Pupils begin to unpick the meaning of religious stories.