

Religious Education Skills Progression

Eden Park Primary School Academy

**In order to ensure broad and balanced coverage, we follow these principles:**

- We use the Devon Agreed Syllabus to ensure a broad and balanced coverage.
- A unit of the syllabus must be covered within each term.
- RE can be used as a driver subject for an LE. Any skills from below which are not taught within that term must be relocated to a different term.
- The skills ladder areas 'Learning about Religion' and 'Learning from Religion' should be taught across the two year cycle, alongside each term's content skills.
- The foundation stage covers the objectives and skills within each year.

Foundation		
<p><b>ELG: People and Communities:</b>            Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		
Learning About Religion	Learning From Religion	SMSC Development
I look closely at similarities, differences, patterns and change.	I can say what is similar or different about different religions' traditions, clothes, foods and festivals.	<p><b>Spiritual Development:</b>            I can tell an adult some things which are important to me.</p> <p><b>Moral Development:</b>            Shows care and concern about living things, people and the environment.</p> <p><b>Social Development:</b>            I know that other children don't always enjoy the same things as me.</p> <p><b>Cultural Development:</b>            I know that people have different traditions, clothes, foods and festivals.</p>

Year 1 and 2		
Content		
<p><b>Autumn Cycle A:</b> Festivals of Light Focus Religion: Judaism, Hinduism and Christianity  <b>Spring Cycle A:</b> Celebrations (Unit 2) <b>Focus Religion:</b> Christianity  <b>Summer Cycle A:</b> Myself (Unit 1) <b>Focus Religion:</b> Judaism and Christianity  <b>Autumn Cycle B:</b> Belonging (Unit 3) <b>Focus Religion:</b> Judaism and Christianity  <b>Spring Cycle B:</b> Believing/Story (Unit 4) <b>Focus Religion:</b> Judaism and Christianity  <b>Summer Cycle B:</b> Symbols (Unit 6)</p>		
Learning About Religion	Learning From Religion	SMSC Development
<p>I can explore a range of religious stories and sacred writings and talk about their meanings</p> <p>I can identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</p> <p>I can name and explore a range of celebrations, noting similarities where appropriate</p> <p>I can identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>I can explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.</p>	<p>I can identify what matters to me and others, including those with religious commitments, and communicate my responses</p> <p>I recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>I ask and respond imaginatively to puzzling questions, communicating my ideas.</p> <p>I reflect on how spiritual and moral values relate to my own behaviour.</p> <p>I reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness</p>	<p><b>Spiritual Development:</b>  I can compare how beliefs can be expressed in different ways.</p> <p>I value relationships and I'm developing a sense of belonging.</p> <p>I am developing my own views and ideas on religious beliefs and stories.</p> <p>I am learning about and reflecting upon key questions of meaning.</p> <p><b>Moral Development:</b>  I explore the influences of moral choices on family, friends and the media and how society is influenced by beliefs, teachings, sacred texts, and guidance from religious leaders</p> <p><b>Social Development:</b>  I consider how religious and other beliefs lead to particular action</p> <p><b>Cultural Development:</b>  I consider the relationship between people's religion and culture.  I consider how religious beliefs contribute to cultural identity and practices.  I promote cultural understanding from a religious perspective through encounters with literature and resources from differing cultures.</p>

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**Year 3 and 4**

**Content**

**Autumn Cycle A:** Religion, Family and Community **Focus Religion:** Christianity and Islam  
**Spring Cycle A:** Worship, Pilgrimage and Sacred Places **Focus Religion:** Christianity and Hinduism  
**Summer Cycle A:** Symbols and Religious Expression **Focus Religion:** Christianity and Hinduism  
**Autumn Cycle B:** Inspirational People **Focus Religion:** Christianity and Islam  
**Spring Cycle B:** Teaching and Authority **Focus Religion:** Christianity and Hinduism  
**Summer Cycle B:** Religion and the Individual **Focus Religion:** Christianity and Islam

Learning About Religion	Learning From Religion	SMSC Development
<p>I can describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p>I identify and begin to describe the similarities and differences within and between religions</p> <p>I consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them</p> <p>I use specialist vocabulary in communicating my knowledge and understanding</p> <p>I describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</p>	<p>I reflect on what it means to belong to a faith community, communicating my own and others' responses thoughtfully</p> <p>I discuss my own and others' views of religious truth and belief, expressing my own ideas clearly</p> <p>I respond to the challenges of commitment both in my own life and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p>I reflect on sources of inspiration in my own and others' lives</p>	<p><b>Spiritual Development:</b>                      I learn about, and reflect upon, important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices.                      I value relationships and am developing a sense of belonging.                      I am developing my own views and ideas on religious and spiritual issues.                      I discuss and reflect upon key questions of meaning and truth such as the being of God and values such as justice, honesty and truth considering the value, purpose and dignity of human beings.</p> <p><b>Moral Development:</b>                      I consider what is of ultimate value to me and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice.                      I enhance the values identified within the curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust.</p> <p><b>Social Development:</b>                      I consider how religious and other beliefs lead to particular actions and concerns.                      I investigate social issues from religious perspectives.                      I recognise diversity of viewpoint within and between religions, as well as common ground between them.</p> <p><b>Cultural Development:</b>                      I consider the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practice.                      I am developing respect for and sensitivity to the beliefs and values of others.</p>

Year 5 and 6		
Content		
<p><b>Autumn Cycle A:</b> Beliefs and Questions <b>Focus Religion:</b> Judaism and Christianity  <b>Spring Cycle A:</b> Faith and the arts <b>Focus Religion:</b> Christianity and Buddhism  <b>Summer Cycle A:</b> Beliefs in Action in the world (Part 1) <b>Focus Religion:</b> Christianity and Buddhism  <b>Autumn Cycle B:</b> It matters to me, It matters to others <b>Focus Religion:</b> Christianity, Buddhism, Sikhism, Islam  <b>Spring Cycle B:</b> Beliefs and actions in the world (Part 2) <b>Focus Religion:</b> Christianity, Judaism and Humanism  <b>Summer Cycle B:</b> The Journey of Life and Death <b>Focus Religion:</b> Christianity and Judaism</p>		
Learning About Religion	Learning From Religion	SMSC Development
<p>I use and interpret information about religions from a range of sources.</p> <p>I describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</p> <p>I identify and begin to describe the similarities and differences within and between religions</p> <p>I investigate the significance of religion in the local, national and global communities</p> <p>I describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>I describe the variety of practices and ways of life in religions and understand how these stem from, and are clearly connected to, beliefs and teachings.</p>	<p>I reflect on sources of inspiration in my own and others' lives.</p> <p>I reflect on ideas of right and wrong and my own and others' responses to them</p> <p>I respond to the challenges of commitment both in my own life and within religious traditions, recognizing how commitment to a religion is shown in a variety of ways</p> <p>I discuss my own and others' views of religious truth and belief, expressing my own ideas clearly</p> <p>I reflect on what it means to belong to a faith community, communicating my own and others' responses thoughtfully.</p>	<p><b>Spiritual Development</b></p> <p>I consider how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to human and natural sciences, thereby contributing to personal and communal ideas</p> <p>I discuss and reflect upon key questions of meaning and truth</p> <p>I am developing my own ideas of religious and spiritual issues.</p> <p>I am learning about, and reflecting upon, important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices</p> <p><b>Moral Development:</b></p> <p>I explore influences of moral choices of family, friends and the media.</p> <p>I develop my own ideas.</p> <p>I consider what is of ultimate value to myself and others.</p> <p>I consider the importance of rights and responsibilities and developing a sense of conscience</p> <p><b>Social Development:</b></p> <p>I consider how religions and other beliefs lead to particular actions and concerns.</p> <p><b>Cultural Development:</b></p> <p>I am promoting cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures</p> <p>I consider the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practice</p> <p>I recognise diversity of viewpoint.</p>

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