

# Skills and Progression Map

## Religious Education (RE)

*'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'*

### Nebula Spirituality Statement



### **We understand RE as a multi- disciplinary subject:**

In our curriculum RE is rooted in three disciplines. These are theology, philosophy and the human/social sciences, the latter of which is a collection of disciplines. Our progression map shows how skills within each of these disciplines are developed across the key stages.

**Theology:** We have called this thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look through a theological lens at concepts.

**Philosophy:** We have called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look through a philosophical lens at concepts.

**Human/Social Sciences:** We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look through a human/social science lens at concepts.

For a summary of this approach see: <https://www.youtube.com/watch?v=6NTW2bsFTLY>

RE in EYFS will prepare children for the multi-disciplinary approach.

Pupils being to explore the world of religion and belief in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

**Christianity** and at least **one** other religion, religious belief or worldview

### Understanding the World

**EYFS Statutory Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **People, culture and communities ELG**

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.

**Curriculum Skills and Progression Map**

**Religious Education – Theology – Pupils can ...**

| Theology   | EYFS  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
|--|---|--|--|---|---|--|--|
| <b>A. Where beliefs come from</b>  | <p>Recognise simple religious beliefs or teachings.</p> <p>Talk about some aspects of a religious or belief story.</p> <p>Recreate religious and belief stories through small world play.</p> | <p>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p> | <p>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.</p> <p>Recognise different types of writing from within one text.</p> | <p>Show awareness of different sources of authority and how they link with beliefs.</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority.</p> | <p>Identify different sources of authority and how they link with beliefs.</p> <p>Give examples of different writings and different ways in which believers interpret sources of authority.</p>       | <p>Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p>  | <p>Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p>   |
| <b>B. How beliefs change over time</b>                                     | N/A   | N/A  | N/A  | <p>Recognise that beliefs are influenced by events in the past and present.</p>   | <p>Identify events in history and society which have influenced some religious and non-religious worldviews.</p>  | <p>Describe how events in history and society have influenced some religious and non-religious worldviews.</p>   | <p>Explain how events in history and society have influenced some religious and non-religious worldviews.</p>  |
| <b>C. How beliefs relate to each other</b>                                 |   | <p>Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p>                    | <p>Recognise that some beliefs connect together and begin to talk about these connections.</p>   | <p>Identify some links between beliefs being studied within a religion or worldview.</p> <p>Show awareness of some of the similarities and differences between and within religions and worldviews.</p>         | <p>Make clear links between different beliefs being studied within a religion or worldview.</p> <p>Identify some of the similarities and differences between and within religions and worldviews.</p> | <p>Describe the connections between different beliefs being studied and link them to sources of authority.</p> <p>Describe some of the key theological similarities and differences between and within religions and worldviews.</p> | <p>Explain connections between different beliefs being studied and link them to sources of authority using theological terms.</p> <p>Explain the key theological similarities and differences between and within religions and worldviews.</p> |
| <b>D. How beliefs shape the way believers see the world and each other</b> | <p>Introduce key theological vocabulary such as 'God'.</p>  | <p>Give an example of how _____ use beliefs to guide their daily lives.</p>  | <p>Give different examples of how _____ beliefs influence daily life.</p>  | <p>Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.</p>   | <p>Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.</p>                                    | <p>Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.</p>  | <p>Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.</p>   |

| Curriculum Skills and Progression Map                    |  |  |   |   |  |   |  |
|--|--|--|---|---|--|---|--|
| Religious Education – Philosophy – Pupils can ...        |  |  |   |   |  |   |  |
| Philosophy   | EYFS   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
| <b>A. The Nature of knowledge, meaning and existence</b> | <p>Raise puzzling and interesting questions about religious and belief stories.</p> <p>Raise puzzling and interesting questions about the world around them.</p> | <p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p> | <p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>Talk about what people mean when they say they 'know' something.</p> | <p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p> <p>Talk about the difference between knowing and believing.</p> | <p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p> | <p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p> | <p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p> |
| <b>B. How and whether things make sense</b>              | <p>Say what matters to them or is of value</p> <p>Use their senses to investigate religion and belief.</p>   | <p>Give a simple reason using the word 'because' when talking about religion and belief.</p>   | <p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p>  | <p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>                                  | <p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views</p>                          | <p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument</p>  | <p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p>                                     |
| <b>C. Issues of right and wrong, good and bad</b>        | <p>Talk about what concerns them about different ways in which people behave.</p>  | <p>Using religious and belief stories to talk about how beliefs impact on how people behave.</p>   | <p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>   | <p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>  | <p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>  | <p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>   | <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>   |

| Curriculum Skills and Progression Map   |  |  |   |   |  |  |  |
|---|--|--|---|---|--|--|--|
| Religious Education – Human and Social Sciences – Pupils can ...  |  |  |   |   |  |  |  |
| Human/<br>Social<br>Sciences  | EYFS   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5   | Year 6   |
| <b>A.<br/>The diverse<br/>nature of<br/>religion</b>  | <p>Identify simple features of religious life and practice in a family context.</p> <p>Talk about religious events that they see or hear about e.g. festivals, ceremonies</p> <p>Talk about what people wear because of their beliefs.</p> | <p>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.</p>     | <p>Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p>           | <p>Identify some of the ways people use the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.</p>                                   | <p>Describe the difference between the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.</p>   | <p>Explain the different ways in which the terms ‘religion’ and ‘belief’ are used by followers from within a religion or worldview and those from outside it.</p> <p>Show awareness that talking about religion and belief can be complex.</p> | <p>Begin to analyse and evaluate the varying use of the terms ‘religion’ and ‘belief’ by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p> |
| <b>B.<br/>Diverse ways<br/>in which<br/>people<br/>practice and<br/>express beliefs</b>   | <p>Recognise a number of religious words</p> <p>Name some religious symbols and artefacts</p> <p>Visit a local place of worship.</p>   | <p>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.</p> | <p>Identify evidence of religion and belief especially in the local area.</p>   | <p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> | <p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> | <p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>                      | <p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>                                    |
| <b>C.<br/>The ways in<br/>which beliefs<br/>shape<br/>individual<br/>identity, and<br/>impact on<br/>communities<br/>and society<br/>and vice versa</b> | <p>Talk to someone who holds a particular religious belief.</p>  | <p>Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.</p>                      | <p>Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.</p> | <p>Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.</p>                              | <p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>               | <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>   | <p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>   |

## SEN Adaptations

### Provision for Pupils with SEN

Here are some recommendations for ways the Religious Education curriculum can be adapted to meet the needs of children with SEN:

- Pre-teach key vocabulary
- Review key information at the start/end of lessons
- Children working below ARE could have adapted activities that meet the skills from year groups below their own
- Ensure outings are accessible for all pupils
- Use a range of methods for recording evidence in books that overcome their barriers to learning (e.g. drawing, scribing, typing, acting...)
- Identify their strengths in this subject and encourage them to teach their peers (e.g. prior knowledge or drawing map skills)
- Songs and rhymes/mnemonics
- Actions – telling the story of a lesson

### (Implementation) Key words I will use and need to know:

|               |        |          |       |          |
|---------------|--------|----------|-------|----------|
| Because       | Sense  | Worship  | Murti | Art Lamp |
| Belief        | Reason | Religion | Hindu | Shrine   |
| Kumkum powder |        | Prasad   | Puja  |          |

### (Implementation) Key information we will learn:

- ✓ God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).
- ✓ Jesus: As God incarnate, also known as the Son of God.
- ✓ Incarnation: Jesus as one of the three persons of the Trinity.
- ✓ Holy Spirit: God as spiritually active in the world.

**Digging Deeper: Next Steps for Learning in RE**

|   |  |
|---|--|
| <p><b>Questions to increase knowledge</b><br/>                 What happened after....?<br/>                 What is a religious term we might use for.....?<br/>                 What else did you find out?<br/>                 What does .... tell us about the idea of ..... ( God/worship/creation....)?</p>  | <p><b>Questions to develop understanding</b><br/>                 How did....happen?<br/>                 Can you explain why....?<br/>                 Can you think of another example?<br/>                 What beliefs might lie behind these ideas?<br/>                 What does the image/story etc tell you about....?<br/>                 Can you think of another way of saying.....?<br/>                 What is the purpose of this.... (story/image/artefact)?<br/>                 What is the truth in this narrative?<br/>                 Have we understood the big idea (or concept) in our learning enquiry?</p> |
| <p><b>Questions for synthesis</b><br/>                 What do you conclude from....?<br/>                 Can you sum up your ideas in ....words?<br/>                 Questions of comparison<br/>                 Do you know another time when....?<br/>                 Is this the same as...?</p>  | <p><b>Questions for encouraging wider perspective/alternative views</b><br/>                 What questions do you have about this topic now?<br/>                 What are the alternatives?<br/>                 If someone had a different view to you about.... what might it be?<br/>                 What is the opposite view to this?<br/>                 What would a ..... (e.g. Christian, humanist, Muslim...) say about that do you think?</p>   |
| <p><b>Questions to develop evaluation</b><br/>                 What is the most important thing you learned?<br/>                 What do..... learn from this....?<br/>                 How effective were...?<br/>                 How would you improve....?<br/>                 What is the most important...?<br/>                 Would it be better if....? Why/Why not?</p>  | <p><b>Questions for justification/reasoning</b><br/>                 Can you give a reason?<br/>                 What could be a reason for....?<br/>                 Can you give an example to support this?</p>   |
| <p><b>Questions about impact</b><br/>                 What would happen if...?<br/>                 What are the consequences of...?<br/>                 What difference might this make to....?<br/>                 How might .... make a difference to people’s behaviour/worship/action?</p>   | <p><b>Questions developing personal opinions</b><br/>                 What do you think about...?<br/>                 Why do you think....?<br/>                 Can you defend your position about...?<br/>                 How would you feel it...?<br/>                 Do you think it matters if...?<br/>                 How would you interpret....?</p>  |
| <p style="text-align: center;"><b>A selection of ‘I wonder’ questions...</b><br/>                 I wonder... what surprised you most about.....?<br/>                 I wonder... what difference .... might make to people...?<br/>                 I wonder... if this.... has any value today?<br/>                 I wonder... if this (story) could be left out of the (bible)?<br/>                 I wonder... if this ....connects with anything in your life?</p> |  |