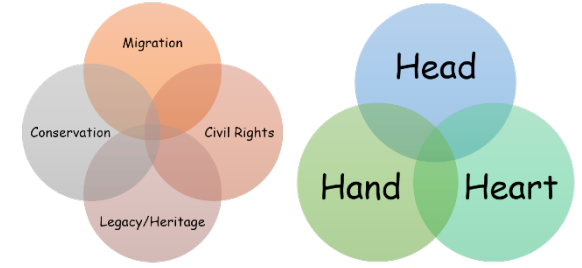


# Riversdale Primary School

## Religious Education Progression 2024



### Disciplinary Concepts

Learning About Religion & Beliefs

Learning From Religion & Beliefs

### General Overview EYFS

#### Nursery:

#### Personal, Social and Emotional Development:

- Develop their sense of responsibility and membership of a community.
- See themselves as a valuable individual.

#### Understanding the World:

- Begin to make sense of their own life-story and family's history.
- Continue developing positive attitudes about the differences between people.

#### Reception:

#### Personal, Social and Emotional Development:

- See themselves as a valuable individual.
- Think about the perspectives of others.

#### Understanding the World:

- Talk about members of their immediate family and community.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

#### ELG Understanding the World (People, Culture and Communities):

- 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.

The disciplinary Knowledge and Skills referred to in this document have been taken from the Wandsworth Locally Agree Syllabus for Religious Education.

As part of our inclusive ethos and linked to the schools values of respect, individuality, share, love and empathy, the school will celebrate a range of religious festivals linked to our community, throughout the year. This may include Harvest Festival, Diwali, Christmas, Eid, Easter.

Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	How do we grow and change?	Who is my family and where do I belong?	Who made the world?	What is Easter all about?	What does it mean to be strong?	What is a special day?
<b>Year 2</b>	What promise did God make to Noah?	What happens in a Hindu home?	Why is peace important?	Why do people pray?	How do I Belong?	What is a parable?
<b>Year 3</b>	Why do people celebrate when a baby is born?	What is the Nativity Story?	What is right and what is wrong?	What is a Guru?	What is a miracle?	What does it mean to be Muslim?
<b>Year 4</b>	Who are our role models?	What do Hindus believe?	Who is my neighbour?	What makes me an adult?	What are the 5 Ks?	Who was the Buddha?
<b>Year 5</b>	Why do people get married?	What is justice?	What do Buddhists believe?	What are the five pillars?	What is a pilgrimage?	What is religious art?
<b>Year 6</b>	Do you have to believe in God?	What does it mean to be Jewish?	What makes someone religious?	What Happens When We Die?		

**Progression of Disciplinary Knowledge & Skills\***

	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Learning About Religion &amp; Beliefs</b>	<p>Describe some objects and people that are important to me.</p> <p>Describe some religious objects and places that are important to others.</p> <p>Demonstrate sensitivity to the needs and feelings of others. Demonstrate respect for different beliefs and celebrations.</p> <p>Describe how to care for living things.</p> <p>Talk about some religious stories.</p>	<p>Identify religious stories and talk about them.</p> <p>Use the right names for things that are special to believers.</p> <p>Use some religious words to describe some religious practices.</p> <p>Talk about religious art, symbols and words.</p> <p>Say what some symbols stand for and what some of the art and music is about.</p> <p>Tell religious stories and talk about them.</p>	<p>Describe a few things that a believer might learn from a religious story.</p> <p>Talk about some of the things that are the same for religious people.</p> <p>Briefly describe some similarities and differences between religions.</p> <p>Describe some religious sources and explain that these teachings affect religious groups.</p> <p>Use the right religious words to describe and to briefly compare different practices and experiences.</p>	<p>Describe some reasons for why people belong to religions.</p> <p>Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</p> <p>Use a wider religious vocabulary.</p> <p>Begin to suggest reasons for similarities and differences in the answers given to moral questions.</p> <p>Begin to explain how religious sources are used to provide answers to moral questions.</p> <p>Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</p>
<b>Learning From Religion &amp; Beliefs</b>	<p>Describe which stories are important to me.</p> <p>Describe what I find interesting or ask questions about an object or a story.</p> <p>Say what is right and what is wrong.</p>	<p>Talk about things that happen to them.</p> <p>Talk about what they find interesting or puzzling.</p> <p>Ask about what happens to others with respect for their feelings.</p> <p>Talk about some things in stories that make people ask questions.</p> <p>Talk about what is important to them and to others with respect for their feelings.</p>	<p>Compare some of the things that influence them with those that influence others.</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> <p>Ask questions about the meaning of life and about identity.</p> <p>Begin to link things that are important to them and other people with the way people behave.</p> <p>Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people.</p> <p>Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.</p>	<p>Give own views and describe the views of others on questions about identity and the meaning of life.</p> <p>Use brief reasons and some references to sources of wisdom, such as inspirational people.</p> <p>Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</p>