



Pleasant Street Primary School – Progression and Coverage



Understanding the World *Religious Education Links - Nursery, Reception*

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.

Taken from Non-Statutory guidance Development Matters 3- & 4-Year Olds will be learning to:

Taken from Non-Statutory guidance Development Matters Reception will be learning to:

Early Learning Goal at the end of Reception children at the expected level of development will:

- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

People Culture and Communities ELG Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



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Religious Education, Key Stage 1, Year 1

Prior Knowledge

(EYFS) Children should have encountered religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should have listened to and talked about stories. Children will have been introduced to subject specific words and used all their senses; explored beliefs, practices and forms of expression. They have asked questions and reflected on their own feelings and experiences. They have used their imagination and curiosity to develop an appreciation of and wonder at the world in which they live.

Progression through units

Throughout the key stages, the enquiry questions, as set out through the Local Agreed Syllabus, get progressively demanding and make links with units previously taught. The questions set up the choice of content required to address them. The syllabus is structured around the three strands, *Believing, Expressing and Living*.

- **Believing**
(religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- **Expressing**
(Religious and spiritual forms of expression; questions about identity and diversity)
- **Living**
(Religious practices and ways of living; questions about values and commitment)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who is a Christian and what do they believe?	Who is a Muslim and what do they believe?	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?	What makes some places special?	
Believing		Living	Expressing	Expressing	



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Religious Education, Key Stage 1, Year 2

Prior Knowledge

(EYFS) Children should have encountered religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should have listened to and talked about stories. Children will have been introduced to subject specific words and used all their senses; explored beliefs, practices and forms of expression. They have asked questions and reflected on their own feelings and experiences. They have used their imagination and curiosity to develop an appreciation of and wonder at the world in which they live.

Progression through units

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- **Living**
(Religious practices and ways of living; questions about values and commitment)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How should we care for others and the world, and why does it matter?	Who is a Christian and what do they believe?	Who is a Muslim and what do they believe?	How and why do we celebrate special and sacred times?	How can we learn from sacred books?	Who is Jewish and what do they believe?
Living	Believing	Believing	Expressing	Believing	Believing



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Religious Education, Key Stage 2, Year 3

Prior Knowledge

Children should be able to (end KS1):

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Progression through units

Throughout the key stages, the enquiry questions, as set out through the Local Agreed Syllabus, get progressively demanding and make links with units previously taught. The questions set up the choice of content required to address them. The syllabus is structured around the three strands, *Believing, Expressing and Living*.

- **Believing**
(religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- **Expressing**
(Religious and spiritual forms of expression; questions about identity and diversity)
- **Living**
(Religious practices and ways of living; questions about values and commitment)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean to be a Christian in Britain today?	What does it mean to be a Hindu in Britain today?	Why is the Bible so important for Christians today?	Why are festivals important to religious communities?	What do different people believe about God?	Why do people pray?



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Living	Living	Believing	Expressing	Believing	Expressing
Religious Education, Key Stage 2, Year 4					
Prior Knowledge					
<p>Children should be able to: (end KS1):</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of cooperation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. 					
Progression through units					
<p>Throughout the key stages, the enquiry questions, as set out through the Local Agreed Syllabus, get progressively demanding and make links with units previously taught. The questions set up the choice of content required to address them. The syllabus is structured around the three strands, <i>Believing, Expressing and Living</i>.</p> <ul style="list-style-type: none"> Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth) Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Living (Religious practices and ways of living; questions about values and commitment) 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean to be a Hindu in Britain today?	What does it mean to be a Christian in Britain today?	Why are festivals important to religious communities?	Why is Jesus inspiring to some people?	What can we learn from religions about deciding what is right and wrong?	Why do some people think that life is like a journey and what significant experiences mark this?
Living	Living	Expressing	Believing	Living	Expressing



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Religious Education, Key Stage 2, Year 5

Prior Knowledge

Children should be able to: (end KS1):

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Progression through units

Throughout the key stages, the enquiry questions, as set out through the Local Agreed Syllabus, get progressively demanding and make links with units previously taught. The questions set up the choice of content required to address them. The syllabus is structured around the three strands, *Believing, Expressing and Living*.

- **Believing**
(religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- **Expressing**
(Religious and spiritual forms of expression; questions about identity and diversity)
- **Living**
(Religious practices and ways of living; questions about values and commitment)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why do some people think God exists?	What does it mean to be a Muslim in Britain today?	What matters most to Christians and Humanists?	What would Jesus do?	If God is everywhere, why go to a place of worship?	
Believing	Living	Living	Believing	Expressing	



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Religious Education, Key Stage 2, Year 6

Prior Knowledge

Children should be able to: (end KS1):

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Progression through units

Throughout the key stages, the enquiry questions, as set out through the Local Agreed Syllabus, get progressively demanding and make links with units previously taught. The questions set up the choice of content required to address them. The syllabus is structured around the three strands, *Believing, Expressing and Living*.

- **Believing**
(religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- **Expressing**
(Religious and spiritual forms of expression; questions about identity and diversity)
- **Living**
(Religious practices and ways of living; questions about values and commitment)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What does it mean to be a Muslim in Britain today?	What difference does it make to believe in Ahimsa, Grace and/or Ummah?	Is it better to express your beliefs in arts and architecture or in charity and generosity?		What do religions say to us when life gets hard?	
Living	Living	Expressing		Believing	



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A progression overview for 5-11s: outcomes

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
Express and communicate B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response	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, and express their own ideas clearly in response.