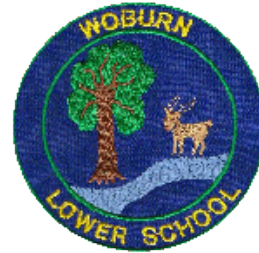


Religious Education Progression Map – Woburn Lower School



The principal aim of RE.

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Taken from The RE Agreed Syllabus, 2018-2023. Bedford Borough, Central Bedfordshire and Luton.

	Early Years	Key Stage 1		Lower Key Stage 2	
Strand	<p>3-4 Years</p> <p>4-5 Years</p> <p>Reception</p> <p>Early Learning Goals</p>	Year 1 - KS1	Year 2 - KS1	Year 3	Year 4
Teaching hours Per year.	36 hours of RE provision in the Reception year - can be implemented through continuous provision.	36 hours of tuition per week - can either be taught 50minutes/1 hour weekly or less weekly time and a number or RE days.		45 hours of tuition per week - can either be taught 1 hour weekly or a series of RE days or weeks amounting to 45+ hours of RE.	
In depth religions	Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.	Christians, Jew and/or Muslims		Christians, Muslims, Hindus and Jews. An additional study of Sikhs is appropriate if the school has Sikh pupils.	

taught.			
End of Phase Outcomes			
	Teaching & Learning Approach	End of KS1, pupils can ...	End of lower KS2, pupils can ...
	<p>Element 1: Making sense of beliefs.</p> <p>Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.</p>	<ul style="list-style-type: none"> • Identify some core beliefs and concepts studied and give simple description of that they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied. • Make clear links between texts/sources of wisdom and authority and the core concepts studied. • Offer informed suggestions about what texts/sources of wisdom and authority ca mean, and give examples of what these sources mean to believer.

	<p>Element 2: Understanding the impact.</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.</p>	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions. • Give examples of ways in which believers put their beliefs into practice. 	<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. • Describe how people show their beliefs in how they worship and in the ways they live. • Identify some differences in how people put their beliefs into practice.
	<p>Element 3: Making connections.</p> <p>Evaluation, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.</p>	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say to them. • Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Give good reasons for the views they have and the connections they make.
<h2>EYFS Learning Objectives</h2>			

<p>Learning Objectives</p>	<p>Personal, social and emotional development</p> <p>Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p> <p>They work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.</p> <p>They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p>They think and talk about issues of right and wrong and why these questions matter.</p> <p>They respond to significant experiences, showing a range of feelings when appropriate.</p> <p>They have a developing awareness of their own needs, views and feelings and are sensitive to those of others.</p> <p>They have a developing respect for their own cultures and beliefs, and those of other people.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships.</p>	<p>Communication and language</p> <p>Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</p> <p>They use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>They answer 'who', 'how' and 'why' questions about their own experiences in response to stories, experiences or events from different sources.</p> <p>They talk about how they and others show feelings.</p> <p>They develop their own narratives in relation to stories they hear from different communities</p>	<p>Understanding the world</p> <p>Children talk about similarities and differences between themselves and others, among families, communities and traditions.</p> <p>They begin to know about their own cultures and beliefs and those of other people.</p> <p>They explore, observe and find out about places and objects that matter in different cultures and beliefs</p>	<p>Expressive arts and design</p> <p>Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.</p> <p>They respond in a variety of ways to what they see, hear, smell, touch and taste</p>	<p>Mathematics</p> <p>Children recognise, create and describe some patterns, sorting and ordering objects simply</p> <p>Literacy</p> <p>Children are given access to a wide range of books, poems and other written materials to ignite their interest.</p>
	<p>EYFS</p>	<p>YEAR 1</p>	<p>YEAR 2</p>	<p>LOWER KEY STAGE 2</p>	

<p>Key Questions</p>	<p>Teach at least four of these. F1: Why is the word 'God' so important to Christians? F2: Why is Christmas special for Christians? F3: Why is Easter special for Christians? F4: Being special: where do we belong? Learn from at least two religions. F5: Which places are specially valued and why? Learn from at least two religions. F6: Which stories are specially valued and why? Learn from at least two religions.</p>	<p>1: What do Christians believe God is like? 2: Why does Christmas matter to Christians? How and why do we celebrate special times? 3: Who is Jewish? What do they believe and how do they live? (Double unit, schools to choose either 3 or 4) 4: Who is a Muslim? What do they believe and how do they live? (Double unit, schools to choose either 3 or 4) 5: Why does Easter matter to Christians? 6: What makes some places significant? What makes some places sacred to believers?</p>	<p>1: How and why do we celebrate significant times? What makes some celebrations sacred to believers? 2: What can we learn from sacred books and stories? 3: How do we show we care for others? Why does it matter? 4: How do we show we care for the Earth? Why does it matter? 5: Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? 6: What is the 'good news' Christians believe Jesus brings?</p>	<p>1: Where, how and why do people worship? 2: Why do some people think life is like a journey? How and why do people mark the significant events of life? 3: What is the 'Trinity' and why is it important for Christians? 4: What kind of world did Jesus want? 5: Why do Christians call the day Jesus died 'Good Friday'? 6: How do Festivals and family life show what matters to Jewish people? 7: How is faith expressed in Hindu communities and traditions? 8: How is faith expressed in Sikh communities and tradition? 9: How do festivals and worship show what matters to Muslims? 10: For Christians, what was the impact of Pentecost? 11: What are the deeper meanings of the festivals? 12: How and why do people try to make the world a better place?</p>
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