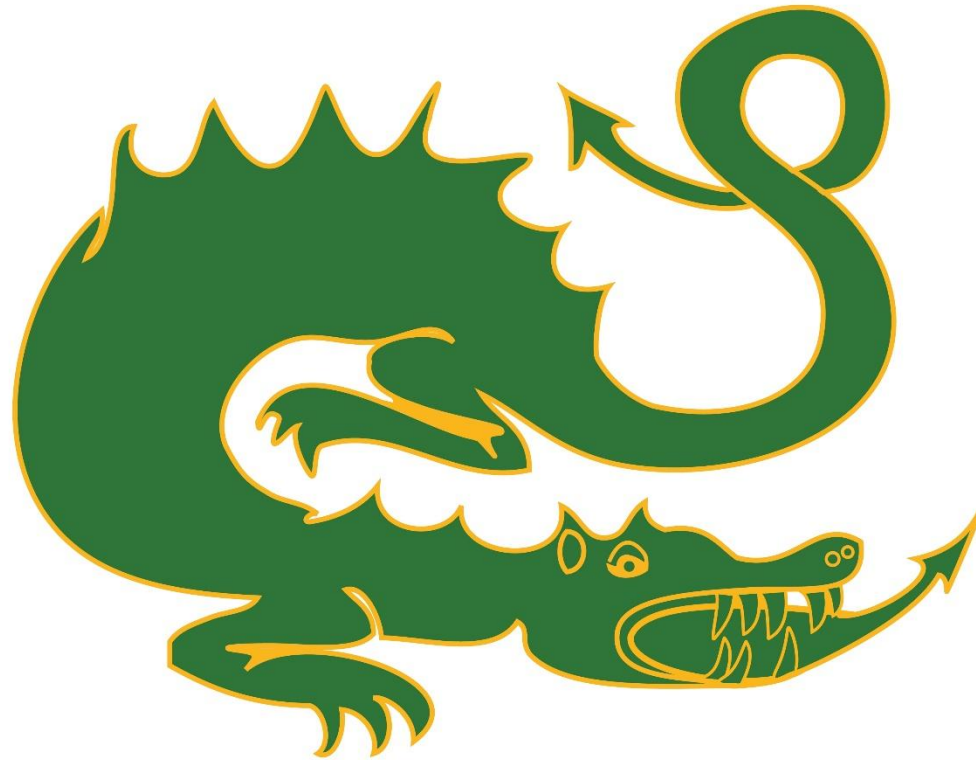


Leechpool Religious Education Knowledge and Skills Progression



Religious Education: AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>CELEBRATION Personal celebrations: birthdays, weddings, baptisms. Festivals: Christmas, Easter, Diwali, Guru Nanak’s Birthday, Eid ul Fir, Bonfire Night</p> <p>SPECIALNESS e.g. special places, special times, special objects, special books/stories, special people natural world: changes in the world around us.</p> <p>BELONGING and COMMUNITY E.g. class, school, home family, our family at the mosque, at church etc.</p>	<p>During the key stage, pupils should be taught the Knowledge, skills and understanding through the following areas of study:</p> <ol style="list-style-type: none"> Religions and beliefs a Christianity at least one other principal religion a religious community with a significant local presence, where appropriate a secular world view, where appropriate <p>Themes</p> <ol style="list-style-type: none"> believing: what people believe about God, humanity and the natural world story: how and why some stories are sacred and important in religion celebrations: how and why celebrations are important in religion symbols: how and why symbols express religious meaning leaders and teachers: figures who have an influence on others locally, nationally and globally in religion belonging: where and how people belong and why belonging is important myself: who I am and my uniqueness as a person in a family and community Experiences and opportunities 	<p>During the key stage, pupils will be taught the Knowledge, skills and understanding through the following areas of study:</p> <ol style="list-style-type: none"> Religions and beliefs a Christianity b at least two other principal religions c a religious community with a significant local presence, where appropriate d a secular world view, where appropriate <p>Themes</p> <ol style="list-style-type: none"> beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death authority: different sources of authority and how they inform believers’ lives religion and science: issues of truth, explanation, meaning and purpose expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms ethics and relationships: questions and influences that

Leechpool Religious Education Skills Progression

	<ul style="list-style-type: none"> l. visiting places of worship and focusing on symbols and feelings m. listening and responding to visitors from local faith communities n. using their senses and having times of quiet reflection o. using art and design, music, dance and drama to develop their creative talents and imagination p. sharing their own beliefs, ideas and values and talking about their feelings and experiences q. beginning to use ICT to explore religions and beliefs as practised in the local and wider community 	<ul style="list-style-type: none"> inform ethical and moral choices, including forgiveness and issues of good and evil j. rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship k. global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment l. interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs Experiences and opportunities m. encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues n. visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion o. discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues p. reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments q. using a range of forms of
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Leechpool Religious Education Skills Progression

		<p>expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully r exploring the connections between religious education and other subject areas such as the arts, humanities, literature, science.</p>
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Skills Map – Religious Education			
Year EYFS			
Communication, literary and language	Knowledge and understanding of the world	Creative Development	Personal Social and Emotional development
<p>Language for communication</p> <ul style="list-style-type: none"> listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems extend their vocabulary, exploring the meaning and sounds of new words. <p>Language for thinking</p> <ul style="list-style-type: none"> use language to imagine and recreate roles and experiences use talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Reading</p> <ul style="list-style-type: none"> retell narratives in the correct sequence, drawing on language patterns of stories. 	<p>Exploration and investigation</p> <ul style="list-style-type: none"> investigate objects and materials by using all of their senses as appropriate find out about and identify some features of living things, objects and events they observe. <p>Information and communication technology</p> <ul style="list-style-type: none"> use information and communication technology to support their learning. <p>A sense of time</p> <ul style="list-style-type: none"> find out about past and present events in their own lives, and in those of their families and other people they know. <p>A sense of place</p> <ul style="list-style-type: none"> find out about their environment and talk about those features they like and dislike. <p>Cultures and beliefs</p> <ul style="list-style-type: none"> begin to know about their own cultures and beliefs and those of other people. 	<p>Imagination</p> <ul style="list-style-type: none"> use their imagination in art and design, music, dance, imaginative play, role-play and stories. <p>Responding to experiences, and expressing and communicating ideas</p> <ul style="list-style-type: none"> respond in a variety of ways to what they see, hear, smell, touch and feel. 	<p>use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.</p> <p>using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.</p> <p>using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.</p> <p>think about issues of right and wrong and how humans help one another</p>

Knowledge, skills and understanding Map – Religious Education:					
Year 1 and 2					
Learning about religion			Learning from Religion		
Understand how beliefs are conveyed	Understand practices & lifestyles	Understand beliefs & teachings	Understand practices & lifestyles	Reflect	Understand values
<p>1. Pupils will be taught to:</p> <p>a. <u>explore a range of religious stories and sacred writings and talk about their meanings</u></p> <p>b. <u>name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</u></p> <p>c. <u>identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</u></p> <p>d. explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</p> <p>e. identify and suggest meanings for religious symbols and begin to use a range of religious words.</p>			<p>2. Pupils will be taught to:</p> <p>a. <u>reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</u></p> <p>b. Understand rules and behaviour in different religious settings</p> <p>c. ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>d. <u>identify what matters to them and others, including those with religious commitments, and communicate their responses</u></p> <p>e. reflect on how spiritual and moral values relate to their own behaviour, understanding right from wrong.</p> <p>f. recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p>		

Knowledge, skills and understanding Map – Religious Education:

Year 3 ,4, 5 and 6

Learning about religion			Learning from religion		
Understand how beliefs are conveyed	Understand practices & lifestyles	Understand beliefs & teachings	Understand practices & lifestyles	Reflect	Understand values
<p>1. Pupils will be taught to:</p> <ul style="list-style-type: none"> a. <u>describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</u> b. <u>describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</u> c. <u>identify and begin to describe the similarities and differences within and between religions</u> d. <u>investigate the significance of religion in the local, national and global communities</u> e. <u>consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</u> f. describe and begin to understand religious and other responses to ultimate and ethical questions g. <u>use specialist vocabulary in communicating their knowledge and understanding</u> h. use and interpret information about religions from a range of sources. 			<p>2. Pupils will be taught to:</p> <ul style="list-style-type: none"> a. reflect on what it means to belong to a faith community, communicating their own and others' responses. Verbalise someone else's opinion, even when it differs from their own. b. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways c. discuss their own and others' views of religious truth and belief, expressing their own ideas. Exploring own and others view of morality and show respect. d. <u>reflect on ideas of right and wrong and their own and others' responses to them</u> e. reflect on sources of inspiration in their own and others' lives. f. Share and discuss opinions, comparing and contrasting politely where appropriate. g. Modify everyday behaviour to respect and or include friends from different religious backgrounds h. Discuss moral dilemmas, referring to faith and cultural differences 		

Religious Education: VOCABULARY MAP

EYFS	KEY STAGE ONE	KEY STAGE TWO	
baptism	Years 1 and 2	Years 3 and 4	Years 5 and 6
birthday	Allah	adoration	architecture
Christening	Altar	Advent	art
Christian	amen	aids of prayer	artefacts
Christianity	angel	alms	Beliefs
Christmas	artefact	atheism	Betrayal
church	awe	CAFOD	blasphemy
doctor	belief	Characteristics	Boycott
Easter	believe	Chant	British citizen
firefighter	belonging	charity	British Values
Jesus	Bible	Chinese – Yin and Yang	ceremonies
Nativity	Big Bang	Christian Aid	characteristics
nurse	candle	commitment	charity
paramedic	celebration	communities	Christian lifestyle
parents	ceremony	compare/contrast	conservative
People who help us	chalice	concept	confirmation
policeman/woman	Chanukah	conduct	crucifixion
reflect	convert	confessional	cult
relations	creation	consequences	customs
special	Creation	culture	deity
special place	crucifix	distinctive	Democracy
teachers	disciple	Diwali	depicted
unique	Dr Bernarado	Eucharist	distinctive
	eternal	Feliz Navidad	diversity
	faith	good and evil	doctrine
	fast	Greenpeace	duty
	festival	heritage	enquiry
	font	Hajj	equality
	funeral	Hindu/Hinduism	express
	Good Friday	Holy Communion	extremist
	Good Samaritan	Holy Land	evangelical
	Hanukkah	Holy Qu’ran	fasting
	holy	Holy Trinity – Father, Son, Holy Spirit	fanatical
	Holy Week	hope	features
	homelessness	humility	Five pillar of Islam
	hymn/ hymn book	hymns	forgiveness
	inspiring	influence	funeral
	invention	Islam	funeral rites

Leechpool Religious Education Skills Progression

Religious Education: VOCABULARY MAP

EYFS	KEY STAGE ONE	KEY STAGE TWO	
	Islam	journey	Good Friday
	Jewish	joy	god/goddesses
	Jewish home	Joyeux Noel	Havdallah
	Langar	Judaism	Heaven
	Lectern	Last Supper	Hell
	Long ago	leaders	hersey
	marriage	light and dark	heterodox
	Mezuzah	Lord's Prayer	Holocaust
	miracle	Lourdes	Holy week
	Moses	love	identity
	Muslim	Mahatma Gandhi	impact
	martyr	Mecca	individual liberty
	new lie	Mosque	initiation
	palm cross	Noah's Ark	injustice
	Palm Sunday	peace	jihad
	parable	pilgrimage	Jewish Life
	Passover	Pollution	judgement
	pew	Prophet Muhammad	justice
	pray	pulpit	Keeping Kosher
	prayer	qualities	Kippah
	priest	reflection	life after death
	pulpit	religious groups	Malala Yousafzal
	qualities	relic	Mandir
	religious	represent	marriage
	Rosary beads	research	Maundy Thursday
	sacrifice	ritual	media
	Salvation Army	rules	Menorah
	seder plate	sacred	Mezuzah
	service	sanctuary	milestone
	Shabbat	secular	Mother Teresa
	Shahadah	sermon	motivation
	Sikhism	service	mutual respect
	symbol	shrine	Om
	talent	society	orthodox
	tallit	sombre	Palm Sunday
	tefillin	Spiritual	poverty
	temple	Supplication	practice0073
	Torah	symbol	Puja

Leechpool Religious Education Skills Progression

Religious Education: VOCABULARY MAP

EYFS	KEY STAGE ONE	KEY STAGE TWO	
	truth tradition Wedding wedding ring wonder worship	Ten Commandments Thanksgiving The Shema traditions Wreath	Rabbi reincarnation representation resurrection Rite of Passage Rosa Parks Rule of law Sabbath sacrifice Salah sect seder plate shaman shared humanity shrine Star of David statistics synagogue tallit theology vicar Zakat