



RE Skills Progression in KS1 and KS2 at Henley Green Primary School



Key Questions in RE are broken down into 3 strands - ***Believing, Living and Expressing***.

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 commitments)

RE:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'RE' as part of the **'Understanding the World'** area of learning. At the end of Reception, children are assessed against the **'Early Learning Goals'**. The **Educational Programme** for RE is outlined in the Framework as:

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.

At Henley Green we use **'Development Matters'** to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'RE' skills can be identified in the 'Understanding of the World' section. Elements of Personal, Social and Emotional Development are also particularly relevant for children to develop as individuals and for being part of their immediate and wider communities.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

	<p>2 & 3-year-olds will be learning to:</p> <p><i>Our 'Little Acorns' provision focuses on developing the prime areas of:</i></p> <p><i>'Communication and Language', 'Physical Development' and 'Personal, Social and</i></p>	<p>3 & 4-year-olds will be learning to:</p>	<p>Children in Reception will be learning to:</p>	<p>ELG</p>
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	<p><i>Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none"> • <i>Are independent and curious learners</i> • <i>Are proud to be part of their school community</i> • <i>Are confident communicators</i> 			
PSED	<ul style="list-style-type: none"> • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Understanding the World	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. 	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> • 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.

On-going objectives

I am investigating...		
I can gather information from a variety of sources	I can ask relevant questions	I know what may be appropriate information
Examples of teaching and learning activities...		
<ul style="list-style-type: none"> • Use a widening range of sources to pursue answers • Highlight important information on a handout • Watch/listen and make notes from video/audio/website • Clarify questions to be asked and write/email for information 		
I am interpreting...		
I can draw meaning from artefacts, symbols, stories, works of art and poetry	I can interpret religious language	I can suggest meanings of religious texts
Examples of teaching and learning activities...		
<ul style="list-style-type: none"> • Explain the meaning of words/actions/artefacts/symbols • Respond to questions such as: What do you think it is? What is going on (in a picture)? What issues does the story raise? • Use figures of speech or metaphors to speak about religious ideas • Read prayers and explain what they show about the person's beliefs and feelings 		
I am reflecting...		
I can ponder on feelings, relationships, experience ultimate questions, beliefs, and practices	I can think and speak carefully about religious and spiritual topics	I know what may be appropriate information
Examples of teaching and learning activities...		

- **Provide opportunities** for pupils to describe how atmosphere and actions make them feel
- **Take part** in stilling/guided visualisation activities
- **Use music** to explore feelings/thoughts
- **Write** a prayer a Jewish/Christian/Muslim child might use
- **Make** a ‘wall of wisdom’ to record pupils’ insights
- **Express feelings/insights** in a reflective poem (or prayer?)

I am empathising...

I can consider the thoughts, feelings, experiences, beliefs, and values of others	I can see the world through someone else’s eyes	I can develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, and joy
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Examples of teaching and learning activities...

- **Respond** to a case study
- **Role-play** and freeze-frame, drama/mime activities
- **Fortune line or feelings graph** for one character, e.g., Peter in Holy Week
- **Write** thought bubbles or captions to pictures or slides
- **Tell a story** from another person’s point of view
- **Hot seat**, i.e., answer questions in role of another person
- **Read or hear or watch or talk** about a real-life case study
- **Take part** in a guided visualisation

I am analysing...

I can draw out essential ideas, distinguish between opinion, belief and fact	I can distinguish between key features of different faiths	I can recognise similarities and differences
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Examples of teaching and learning activities...

- **Highlight** key words or beliefs on a handout
- **Sort out** pictures or religious artefacts and symbols matching them to the correct faith or festival
- **Identify** the ‘odd one out’, e.g., a Hindu artefact within a Christian artefact
- **Match** quotations to different faiths studied
- **Identify** differences and similarities between religious practices of different faiths studied using, for example, a triad activity

I am synthesising...

I can link significant feature/s of religion together in a coherent pattern	I can make links between religion and human experiences	
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Examples of teaching and learning activities...

- **Talk** about prayers, texts, places of worship and festivals, drawing on conclusions about similar beliefs, values and practices
- **Identify** similarities and differences within religions, e.g., between different Christian denominations and between different religions.

I am expressing...

I can explain concepts, rituals, and practices	I can identify and express matters of deep concern by a variety of means, not only through words	I can respond to religious issues through a variety of media
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Examples of teaching and learning activities...

- **Creative:** drama, role-play, dance, mime, add percussion or actions to religious story or song; make a game
- **Visuals:** use of collage, colour charts, diagrams, digital video, photography, IT presentations (e.g., PowerPoints)
- **Oral:** use of audio recording or presentation or debate
- **Written:** poetry or reflective diary or letter or email or narrative story or newspaper report; questions for interview or visit

I am applying...

I can apply what has been learnt from a religion to a new situation		
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Examples of teaching and learning activities...

- **Write** a story to be acted out showing the meaning of a faith story or religious teaching in a different context
- **Design** own symbols
- **Respond to** a case study of dilemma, for example, think about what Jesus, Guru Nanak, Buddha might do or say; what a Muslim might do

I am evaluating...

I can draw conclusions by reference to different views and using reason to support own ideas	I can debate issues of religious significance with reference to experience, evidence, and argument	
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Examples of teaching and learning activities...

- **Use sorting and ranking** strategies, such as diamond ranking statements according to what pupils think or what a Muslim/Christian/Jew/Buddhist/Sikh/Hindu might think
- **Contribute** personal responses to statements relating to topics in RE (e.g., 'can of worms' activity)
- **Respond** to points of view on a scale of 1-10, followed by discussion, for example, a continuum or human bar chart activity