



## Westfield Primary School- RE Skills Progression

The RE curriculum for Westfield Primary School is bespoke to the needs of our children, but uses the current Surrey Syllabus 2017-22 as its backbone, because this document is representative of Surrey and mostly to the make-up our school and local area. Where it differs, we ensure the needs of our children come first and also use a wider range of sources and resources to ensure thorough coverage of the areas of study and the skills we require.

EYFS curriculum does not require RE to be taught as a separate subject but to flow through all areas of a child's early learning, particularly PSHE and Understanding the World. At Westfield, we recognise that the skills and principles of religious understanding should be integrated into the flow of learning in the lives of young children, and that the awareness of difference, wonder, respect and tolerance should be developed throughout EYFS and are vital skills to be taken into the rest of school life as the children progress. Given that many children have only experienced their own home life, and being mindful of the religious diversity and division that can be present in the wider world, we believe that experience of other cultures and beliefs and tolerance of others is vital for every child, and this is taught through celebrations, circle times and stories at an age appropriate level.

Our EYFS RE learning has a topic element as a framework for staff to draw on, but is accessed by children during continuous provision and assessed as part of the Early Years goals. Skills developed involve finding out where we belong, getting along with others, experiencing celebrations which may be unfamiliar, celebrating difference and recognising and respecting people, places and things which are special to others.

We feel that allowing children to explore difference in these ways, as well as through circle times helps them to explore areas of difference and conflict in their own class lives, builds up the skills they need and leads perfectly into the Year 1 curriculum.

While RE is not formally assessed, the planned activities that take place in EYFS are largely cross curricular, with strong links to communication and language, tolerance and the characteristics of effective learning. All related activities allow adults to gather evidence toward other early learning goals.

In EYFS, children will have had opportunities to find out and learn about the world they live in. These experiences will have included:

- learning about themselves within the context of their school
- learning about the beliefs and cultures of others, including Christianity
- encountering the celebration of different festivals
- hearing stories from the Bible, and other cultural and religious traditions, as well as non-religious stories with morals that help them to relate to the things that different people believe



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During Key Stage 1, pupils develop their knowledge and understanding of the Christian faith, Judaism and Islam (and where appropriate, nonreligious beliefs, as part of the comparative units of study). Pupils will also develop important subject-specific and cross-curricular skills. The RE curriculum taught within Westfield Primary School is taken from the locally agreed Surrey Syllabus as well as Walk Through the Bible. By the end of Key Stage 2 pupils will be:

<b>Showing knowledge and understanding.</b>	<ul style="list-style-type: none"> <li>• Explore, gather, select, and organise ideas about religion and belief.</li> <li>• Investigate and describe similarities and differences within and between religions and beliefs.</li> <li>• Comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate.</li> <li>• Suggest meanings for a range of forms of expression, using appropriate vocabulary.</li> <li>• Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally.</li> </ul>
<b>Expressing ideas, beliefs and insights.</b>	<ul style="list-style-type: none"> <li>• Investigate and describe how sources of inspiration and influence make a difference to themselves and others.</li> <li>• Apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives.</li> <li>• Suggest what might happen as a result of their own and others' attitudes and actions.</li> <li>• Suggest answers to some questions raised by the study of religions and beliefs.</li> </ul>

	Reception	Year 1	Year 2
<b>Topics studied</b>	<b>Who am I, and where do I belong?</b>  <b>Why do we have celebrations?</b>  <b>What makes a place special?</b>  <b>What makes something</b>	<u>Year 1 of cycle</u> What do Christians believe God is like? Why is the Bible an important book for Christians? Christmas Y1: Why is Christmas important to Christians? Why is 'Church' important to Christians?	<u>Year 1 of cycle</u> What do Christians believe God is like? Why is the Bible an important book for Christians? Y2: What does the Christmas story tell Christians about Jesus? Why is 'Church' important to Christians? Why is Easter important to Christians?



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	<p><b>special?</b></p> <p><b>What can we learn from stories?</b></p> <p><b>What makes our world wonderful?</b></p>	<p>Easter Y1: What do eggs have to do with Easter?</p> <p>What is the Torah and why is it important to Jews?</p> <p>Why do Jewish families celebrate Shabbat?</p> <p>Is prayer important to everyone?</p> <p><u>Year 2 of cycle</u></p> <p>Who is Jesus?*</p> <p>Why did Jesus tell parables?</p> <p>Christmas Y1: Why is Christmas important to Christians?</p> <p>Why do Christians call Jesus 'Saviour'?</p> <p>Easter Y1: What do eggs have to do with Easter?</p> <p>Who is Allah, and how do Muslims worship him?</p> <p>What is important for Muslim families?</p> <p>Why should we look after our world?</p>	<p>What is the Torah and why is it important to Jews?</p> <p>Why do Jewish families celebrate Shabbat?</p> <p>Is prayer important to everyone?</p> <p><u>Year 2 of cycle</u></p> <p>Who is Jesus?*</p> <p>Why did Jesus tell parables?</p> <p>Christmas Y2: What does the Christmas story tell Christians about Jesus?</p> <p>Why do Christians call Jesus 'Saviour'?</p> <p>Easter Y2: Why is Easter important to Christians?</p> <p>Who is Allah, and how do Muslims worship him?</p> <p>What is important for Muslim families?</p> <p>Why should we look after our world?</p>
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	Year 3	Year 4	Year 5	Year 6
<b>Topics studied</b>	<p><u>Year 1 of cycle</u></p> <p>What do Sikhs value?</p> <p>Why do Christians share communion?</p> <p>Christmas Y3: Why are presents given at Christmas – and what might Jesus think</p>	<p><u>Year 1 of cycle</u></p> <p>What do Sikhs value?</p> <p>Why do Christians share communion?</p> <p>Christmas Y4: How can artists help us to understand Christmas?</p>	<p><u>Year 1 of cycle</u></p> <p>How did Jesus' teaching challenge people?</p> <p>Who did Jesus say 'I AM'?</p> <p>Christmas Y5: Why is light an important sign at Christmas?</p> <p>Adam, Eve, Christmas,</p>	<p><u>Year 1 of cycle</u></p> <p>How did Jesus' teaching challenge people?</p> <p>Who did Jesus say 'I AM'?</p> <p>Christmas Y6: What do the Gospels say about the birth of Jesus – and why is it 'good</p>



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	<p>about it all? (Short unit) planned from the previous year) How does the Bible reveal God's rescue plan? Easter Y3: Easter: what happened – and what matters most to Christians How did the Church begin? Is Christian worship the same all around the world?</p>	<p>How does the Bible reveal God's rescue plan? How does Lent help Christians prepare for Easter? (Short unit) (These should already be planned from the previous year) How did the Church begin? Is Christian worship the same all around the world?</p>	<p>Easter: what are the connections? Easter Y5: How do Christians know what happened at Easter?  What is the 'Buddhist way of life'? What is the 'golden rule'? – and are they all the same?</p>	<p>news'? Adam, Eve, Christmas, Easter Y6: Did Jesus have to die?  What is the 'Buddhist way of life'? What is the 'golden rule'? – and are they all the same?</p>
	<p>Year 2 of cycle How did Jesus change lives? Why do Christians call God 'Father'? Christmas Y3: Why are presents given at Christmas – and what might Jesus think about it all? (Short unit) Why is praying important for Christians? Easter Y3: Easter: what happened – and what matters most to Christians? (Short unit) How can a synagogue help us to understand the Jewish faith? What are important times for Jews?</p>	<p>Year 2 of cycle How did Jesus change lives? Why do Christians call God 'Father'? Christmas Y4: How can artists help us to understand Christmas? (Short unit) Why is praying important for Christians? Easter Y4: How does Lent help Christians prepare for Easter? (Short unit) How can a synagogue help us to understand the Jewish faith? What are important times for Jews?</p>	<p>Year 2 cycle How is God Three – and yet One? How can churches help us to understand Christian belief? Christmas Y5: Why is light an important sign at Christmas? What helps Hindus to worship? Easter Y5: How do Christians know what happened at Easter? How can a mosque help us to understand the Muslim faith? How do the pillars of Islam help Muslims live a good life?</p>	<p>Year2 of cycle How is God Three – and yet One? How can churches help us to understand Christian belief? Christmas Y6: What do the Gospels say about the birth of Jesus – and why is it 'good news'? What helps Hindus to worship? Easter Y6: Did Jesus have to die? How can a mosque help us to understand the Muslim faith? How do the pillars of Islam help Muslims live a good life?</p>
<p><b>The following skills are central to Religious Education and are reflected in lessons within all year groups.</b></p>				



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**Investigate** – this includes the ability to:

- gather information from a variety of sources
- ask relevant questions
- know what may be appropriate information

**Interpret** – this includes the ability to:

- draw meaning from artefacts, symbols, stories, works of art and poetry
- interpret religious language
- suggest meanings of religious texts

**Reflect** – this includes the ability to:

- ponder on feelings, relationships, experience ultimate questions, beliefs and practices
- think and speak carefully about religious and spiritual topics

**Empathise** – this includes the ability to:

- consider the thoughts, feelings, experiences, beliefs and values of others
- see the world through someone else's eyes
- develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy

**Analyse** – this includes the ability to:

- draw out essential ideas, distinguish between opinion, belief and fact
- distinguish between key features of different faiths
- recognise similarities and differences

**Synthesise** – this includes the ability to:

- link significant feature/s of religion together in a coherent pattern

- make links between religion and human experience

**Express** – this includes the ability to:

- explain concepts, rituals and practices
- identify and express matters of deep concern by a variety of means, not only through words
- respond to religious issues through a variety of media



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<p><b>Evaluate</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>• draw conclusions by reference to different views and using reason to support own ideas</li> <li>• debate issues of religious significance with reference to experience, evidence and argument.</li> </ul>				
<p><b>Apply</b> – this includes the ability to:</p> <ul style="list-style-type: none"> <li>• apply what has been learnt from a religion to a new situation</li> </ul>				
<b>Thinking about religion and belief</b>	<p>Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people’s lives. Identify similarities and differences between religions and beliefs.</p>	<p>Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs.</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.</p>	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p>
<b>Enquiring, investigating and interpreting</b>	<p>Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and</p>	<p>Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs.</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and</p>	<p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.</p>
	<p>other forms of religious expression.</p>	<p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</p>	<p>beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using</p>	<p>Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different</p>



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			appropriate concepts.	forms of religious and spiritual expression.
<b>Beliefs and teachings</b> (what people believe)	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
<b>Practices and lifestyles</b> (what people do)	Describe how some features of religions studied are used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
<b>Expression and language</b> (how people express themselves)	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	Explain how some forms of religious expression are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith.
<b>Identity and experience</b> (making sense of who we are)	Compare aspects of their own experiences and those of others, identifying what influences their lives.	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	Make informed responses to questions of identity and experience in the light of their learning.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.



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<b>Meaning and purpose</b> (making sense of life)	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<b>Values and commitments</b> (making sense of right and wrong)	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply.