

RE Progression of Skills

At WBIS we strive to deliver a Religious Education curriculum that allows all pupils to have a sense of belonging, but one which also inspires them to engage and challenge themselves as thinkers and successfully prepares them for life in our multicultural society. We believe in the development of the 'whole child' and their sense of place in a constantly changing, culturally diverse world. We encourage the children to ask challenging questions and to have balanced, well informed discussions with one another so that they can participate positively in our society with its diversity of beliefs and are '*religiously literate*' as adults. Pupils learn to articulate their ideas and personal beliefs, while respecting the right of others to differ, and to develop their sense of identity and belonging - enabling them to flourish individually within their own culture and communities and as citizens in a diverse world.

As a maintained school, the coverage and content of all RE at our school is in line with the Surrey SACRE Schools Agreed Syllabus for Religious Education. Alongside this, we also enhance the curriculum in all year groups to recognise and celebrate the cultural diversity of the school through assemblies, educational visits to places of worship and visits from people in our local community. We make links to specific religious festivals that take place in our school community throughout the year (e.g. Diwali, Hanukkah, Eid, Christmas, Lunar New Year) and invite parents and families to come in and share their experiences of their faith and culture to strengthen the skills and deepen the understanding and knowledge taught in RE lessons.

EYFS Expectations taken from the statutory framework for EYFS 2021:

Within the '**Understanding the World**' area of learning:

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.

Early Learning Goals for end of EYFS:

ELG: Personal, Social and Emotional Development – Building Relationships

Children at the expected level of development will:

- Show sensitivity to their own and to others' needs.

ELG: Understanding the World - Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: Understanding the World - People, Culture and Communities

Children at the expected level of development will:

- 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;
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Taken from Surrey SACRE syllabus:

EYFS End of Year Expectation

During their time in EYFS, pupils should be given learning experiences that encourage them to:

- explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship (including Christianity as the religion that has most influenced British culture)
- listen to and talk about Bible stories and stories from other traditions
- use religious words and use their senses in exploring religions and beliefs, practices and forms of expression
- reflect on their own feelings and experiences
- use their imagination and curiosity to develop their appreciation of and wonder about the world in which they live.

Key Stage 1 National Curriculum Expectations

Schools are required to teach RE and it is a distinctive but core part of the curriculum for maintained schools; the RE curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. The coverage and content of all RE at our school is in line with the Surrey SACRE Schools Agreed Syllabus for Religious Education.

Taken from Surrey SACRE syllabus:

KS1 End of Year Expectation

During Key Stage 1, pupils develop their knowledge and understanding of the Christian faith, Judaism and Islam (and where appropriate, non-religious beliefs, as part of the comparative units of study). Pupils will also develop important subject-specific and cross-curricular skills.

Through their learning in KS1, pupils should:

- learn what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Jews and Muslims believe
- encounter and respond to a range of stories, artefacts and other religious materials, such as art and music
- learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary
- begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to
- ask relevant questions and develop a sense of wonder about the world, using their imagination
- ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

so that by the end of KS1, most pupils will be able to...

- identify similarities in features of religions and beliefs
- retell religious, spiritual and moral stories
- identify possible meanings for stories, symbols and other forms of religious expression
- identify how religion and belief is expressed in different ways
- respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings.

so that by the end of EYFS, most pupils can...

- talk about their own times of celebration
- be aware that festivals are special times for different people and describe how people celebrate some religious festivals
- talk about their special places, books, objects and people, and be aware that other people have places, times, books, objects and people that are special to them
- describe some features of a special place or a book or stories
- talk about groups they belong to and be aware that other children belong to different groups
- talk about a place, a special story or person belonging to a faith community
- respond with increasing sensitivity and responsibility to the world around them
- show a range of feelings in response to their experiences e.g. awe, wonder, sadness, joy etc.

- ask questions about their own and others' ideas, feelings and experiences
- give a reason why something may be valued by themselves and others
- recognise that some questions about life are difficult to answer

EYFS Core Concepts (3)	EYFS Key Questions (6)	EYFS	Area	Year 1	Year 2	End of KS1 Expectations
		<i>By the end of EYFS, through the key questions in the agreed syllabus, most pupils:</i>				
Specialness	<p>-What can we learn from stories?</p> <p>-What makes a place special? (& <i>Belonging</i>)</p> <p>-What makes our world wonderful? (& <i>Belonging</i>)</p> <p>-What makes something special? (& <i>Celebration</i>)</p>	<ul style="list-style-type: none"> will be able to talk about themselves, their own special places, times, books, objects and people. will be aware that Christians have their special places (churches), festivals, book (Bible), objects and people (Jesus, vicar etc). may also be aware that other people have different special places, times, books, objects and people to them. will be able to talk about a place, a special story or person belonging to a different faith community. will be able to identify how our world is special. 	SHOWING KNOWLEDGE AND UNDERSTANDING	<p>-recognise and name features of religions and beliefs</p> <p>-recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>-recognise symbols and other forms of religious expression</p> <p style="text-align: right;">(SACRE Band 1)</p> <p><i>Expressed as Pupil 'I Can...' Statements:</i> <i>LANGUAGE – I can use some religious words to recognise and name some important things for religious people.</i> <i>DIVERSITY – I can recall features of different religions.</i> <i>SOURCES – I can recall events/people in religious stories.</i> <i>EXPRESSION – I can recognise some symbols or actions.</i> <i>IMPACT – I can recognise different ways people show their religion.</i></p>	<p>-identify similarities in features of religions and beliefs</p> <p>-retell religious, spiritual and moral stories identify possible meanings for stories, symbols and other forms of religious expression</p> <p>-identify how religion and belief is expressed in different ways</p> <p style="text-align: right;">(SACRE Band 2)</p> <p><i>Expressed as Pupil 'I Can...' Statements:</i> <i>LANGUAGE – I can use some religious words to say what is important for religious people.</i> <i>DIVERSITY – I can identify some things that are the same in different religions.</i> <i>SOURCES – I can retell religious stories.</i> <i>EXPRESSION – I can say what religious symbols and actions might mean.</i> <i>IMPACT – I can say how different people show their religion.</i></p>	<p>By the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> identify similarities in features of religions and beliefs retell religious, spiritual and moral stories identify possible meanings for stories, symbols and other forms of religious expression identify how religion and belief is expressed in different ways
Celebration	<p>-Why do we have celebrations?</p>	<ul style="list-style-type: none"> will be able to talk about their own times of celebration. will be aware that festivals are special times for different people. will be able to recall how Harvest, Christmas and Easter are special times for Christians. may also be able to describe how people celebrate some other festivals. (as appropriate) e.g. Diwali, Eid / Ramadan, Guru Nanak's birthday etc. 	EXPRESSING IDEAS, BELIEFS AND INSIGHTS	<p>-express their own experiences and feelings</p> <p>-identify what is important to themselves and may be important to others</p> <p>-identify what they find interesting and puzzling in life</p> <p style="text-align: right;">(SACRE Band 1)</p> <p><i>Expressed as Pupil 'I Can...' Statements:</i> <i>INFLUENCES AND BELIEFS – I can identify what is important to me and others.</i></p>	<p>-respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</p> <p>-ask questions about their own and others' ideas, feelings and experiences</p> <p>-give a reason why something may be valued by themselves and others</p> <p>-recognise that some questions about life are difficult to answer</p> <p style="text-align: right;">(SACRE Band 2)</p>	<p>By the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings ask questions about their own and others' ideas, feelings and experiences

<p>Belonging</p>	<p>-Who am I, and where do I belong?</p>	<ul style="list-style-type: none"> • will be able to talk about groups that they belong to e.g. family, class, [Church] school etc. • may also be aware that other pupils belong to different groups / families. • will be able to talk about the world that they are part of. 		<p><i>ASKING QUESTIONS – I can talk about what I find interesting or puzzling.</i> <i>THINKING ABOUT ANSWERS – I can talk about my own experiences and feelings.</i> <i>IMPACT OF VALUES – I can talk about important values e.g. love, friendship etc.</i></p>	<p><i>Expressed as Pupil 'I Can...' Statements:</i> <i>INFLUENCES AND BELIEFS – I can give a reason why something may be important to me and others.</i> <i>ASKING QUESTIONS – I can ask questions about my own and other people's experiences and feelings.</i> <i>THINKING ABOUT ANSWERS – I can be thoughtful and caring when talking about other people's ideas and feelings. I also realise that some questions make us wonder and are difficult to answer.</i> <i>IMPACT OF VALUES – I can say what I and others think is right or wrong.</i></p>	<ul style="list-style-type: none"> • give a reason why something may be valued by themselves and others • recognise that some questions about life are difficult to answer
			<p>SACRE UNITS TAUGHT in KS1 :</p>	<p>YEAR 1:</p> <ul style="list-style-type: none"> ❖ What do Christians believe God is like? ❖ Why is Christmas important to Christians? ❖ Is the world a fair place? ❖ Who is Jesus? ❖ Why did Jesus tell parables? ❖ What do eggs have to do with Easter? ❖ Why do Jewish families celebrate Shabbat? ❖ Why should we look after our world? ❖ What is the Torah, and why is it important to Jews? 	<p>YEAR 2:</p> <ul style="list-style-type: none"> ❖ Why is the Bible an important book for Christians? ❖ Why is 'Church' important to Christians? ❖ What does the Christmas story tell Christians about Jesus? ❖ Who is Allah, and how do Muslims worship him? ❖ What is important to Muslim families? ❖ Why is Easter important to Christians? ❖ Why does a Dreidel help Jewish families to remember? ❖ Why do Christians call Jesus 'Saviour'? ❖ Is prayer important to everyone? 	