

LADY BANKES PRIMARY SCHOOL

RE CURRICULUM SKILLS PROGRESSION MAP 2022-2023



	EYFS	Key Stage 1	Key Stage Two
From the Hillingdon Religious Education Agreed Syllabus by the end of the key stage pupils will be able to:	Nursery Reception	Year 1 Year 2	Year 3 Year 4 Year 5 Year 6
Requirement A: Know and Understand			
A1- Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities	<p><i>The learning intentions for RE are developed from the relevant areas of the DfE EYFS Framework 2021</i></p> <p>Understanding the world</p> <ul style="list-style-type: none"> • Children talk about similarities and differences between themselves and others, among families, communities, and traditions. 	Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, in order to find out about the meanings behind them	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages, and the rituals which mark important points in life, in order to reflect on their idea
A2-Identify, investigate, and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and world views	<ul style="list-style-type: none"> • Begin to know about their own cultures and beliefs and those of other people. • Explore, observe and find out about places and objects that matter in different cultures and beliefs. <p>Expressive arts and design</p> <ul style="list-style-type: none"> • Children use their imagination in art, music, dance, imaginative play, and role-play and stories 	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities

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A3- Appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning	to represent their own ideas, thoughts and feelings. <ul style="list-style-type: none"> Respond in a variety of ways to what they see, hear, smell, touch and taste. 	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities	Explore and describe a range of beliefs, symbols, and actions so that they can understand different ways of life and ways of expressing meaning
Requirement B- Express and Communicate			
B1- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Communication and language: <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
B2- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	<ul style="list-style-type: none"> Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences, or events from different sources. Talk about how they and others show feelings. Develop their own narratives in relation to stories they hear from different traditions. 	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives
B3- Appreciate and appraise		Notice and respond sensitively to some	Observe and consider different dimensions of religion, so that they can explore and show understanding of

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<p>varied dimensions of religion</p>	<p>Personal, social, and emotional development:</p> <ul style="list-style-type: none"> • Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. • 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. • Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • Think and talk about issues of right and wrong, and why these questions matter. • A range of feelings when appropriate. • Have a developing awareness of their own needs, views and feelings and are sensitive to those of others. • Have a developing respect for their own cultures and beliefs, and those of other people. 	<p>similarities between different religions and world views</p>	<p>similarities and differences between different religions and world views</p>
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	<ul style="list-style-type: none"> • Show sensitivity to others' needs and feelings and form positive relationships. <p>Literacy</p> <ul style="list-style-type: none"> • Children are given access to a wide range of books, poems, and other written materials to ignite their interest <p>Mathematics</p> <ul style="list-style-type: none"> • Children recognise, create, and describe some patterns, sorting and ordering objects simply. 		
Requirement 3: Gain and deploy skills (the content in Aims A and B will be the vehicle through which the skills in Aim C will be developed)			
C1- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively		Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art, or poetry	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughts in different forms including (e.g.) reasoning, music, art, and poetry
C2- Enquire into what enables different		Find out about and respond with ideas to examples of cooperation	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all,

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<p>communities to live together respectfully for the well-being of all</p>		<p>between people who are different</p>	<p>responding thoughtfully to ideas about community, values, and respect</p>
<p>C3- Articulate beliefs, values, and commitments clearly in order to explain reasons why they may be important in their own and other people's lives</p>		<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>