

# Everton Primary School – Religious Education Progression Document

Nottinghamshire Agreed Syllabus ‘Religious Education for all’ 2021 – 2026

Assessment ladder KS1 steps 1 – 3      KS2 steps 2-5 (roughly Y3/Y4 steps 2-4 and Y4/Y5 steps 4-5)

Foundation learning intention are developed from relevant areas of The Early Years Foundations Stage Profile (DfE)

Key Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing about and understanding religious and word views	<p><b>Communication and language – listen to, enjoy, respond and ask questions to stories and poems from different traditions and communities</b></p> <p><b>Talk about how they feel and develop own narratives</b></p> <p><b>Personal, Social and emotional development – learn they can expect people to show them respect and ways in which we show this. Show sensitivity to others beliefs,</b></p>	<p>Know and discuss stories from religious texts</p> <p>Know who celebrates festivals and why</p> <p>Know and name some religious symbols</p>	<p>Know 2 key figures from religious texts/stories</p> <p>Know that some people see a story differently</p> <p>Know some examples of religious leaders</p>	<p>Know what Christians do at 2 different festivals</p> <p>Connect the festivals to Bible stories and beliefs about God</p> <p>Know how a Muslim prays</p>	<p>Describe how life is like a journey</p> <p>Know some religions that practise pilgrimage</p> <p>Know how a Hindu worships</p>	<p>Explain how inspirational leaders are example of their religions ideals</p> <p>Explain why the worship of Allah matters to Muslims and Hindus</p> <p>Explain the value of religious buildings/sacred space to 2 religions</p>	<p>Explain the impact and beliefs of sacred writings</p> <p>Connect 2 viewpoints about justice and charity</p> <p>Explain some facts about the impact of the Nazis on Jewish people</p>

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<b>Key Area</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Expressing and communicating ideas related to religions and worldviews	<p>Understanding the world – talk about similarities and differences between themselves and others</p> <p>To know about their own cultures and beliefs and begin to explore others</p> <p>Expressive arts and design – use their own imagination in art, music, dance</p> <p>imaginative play to represent their own feelings and ideas</p> <p>Respond in different ways to the 5 senses</p>	<p>Observe and describe a religious building</p> <p>Recount a visit to a religious building</p> <p>Ask questions about Jesus</p>	<p>Ask questions and thoughtful responses to stories and what they mean</p> <p>Know how a baby is welcomed in to the Christian faith</p> <p>Ask questions about if God forgives and Jesus’s powers</p>	<p>Ask and answer questions about why Christians celebrate God’s creation</p> <p>Express own ideas and views on who is inspiring and why</p>	<p>Consider ideas about life as a journey and about afterlife</p> <p>Express own ideas about death</p>	<p>Consider and discuss ideas and questions about God</p> <p>Explore own ideas about whether God is real and why</p> <p>Explain why some religious people believe their worship makes them more charitable</p>	<p>Explain their own ideas on communities, why they matter and how they can become stronger</p> <p>Ask questions, consider and discuss ideas of fairness, human rights and the environment</p> <p>Explain why it is important to remember examples of prejudice and why ‘never again’ is an important idea</p>

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Key Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gaining and deploying the skills for studying religions and world views	<p>Literacy – have access to a range of books, poems and opportunities to write in response or express their ideas/experiences</p> <p>Maths – use equipment and art materials to make, sort and represent patterns (link to religious art)</p>	<p>Give an example of a 'big day' in their own lives and why it was special</p> <p>Know how people show that they care</p> <p>Ask questions about a religious story or character</p>	<p>Express own ideas about leadership and link to stories they have learned</p> <p>Discuss how it feels to belong and why this is important to Christians</p>	<p>Know the names of different religious buildings</p> <p>Consider and give opinions on how people feel closer to 'God' in a Holy building</p> <p>Know and compare some key leaders from different religions</p>	<p>Know about 2 different Hindu festivals</p> <p>Explain and discuss Christian music past and present</p> <p>Discuss, consider and compare similarities and differences between humanists and religious views of life and after death</p>	<p>Explain what matters about worshipping their God/ Goddess to Christians, Muslims and Hindus</p> <p>Explain what matters in different religions about generosity or charity</p>	<p>Explore and similarities and differences between writings in holy books from 2 religions</p> <p>Apply the ideas of tolerance and respect to problems in our community and wider.</p>

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## Coherence in learning: Progression in knowledge, expression and skills

This syllabus enables clear progression in learning. Pupils will gather and use rich knowledge of religions and worldviews in a systematic study. This table shows how learning in each year group can contribute to coherent progression. Increasingly challenging questions use the growing knowledge base of the pupils to deepen and broaden their learning.

Reception Curiosity and experience	5-7s Exploring and discovering	7-9s Knowing and understanding	9-11s Understanding and connecting	11-14s (schools will select some of these) Applying, interpreting, appreciating and appraising	
F1 Which stories are special and why?	Who celebrates what, and why?	What difference does it make to be a Christian?	What can we learn from great leaders and inspiring examples in today's world?	What is religion? What is it like to be a member of one particular religion in Britain today?	Where can we find wisdom to live by? Studying sources of wisdom from religions and worldviews.
F2 Which people are special and why?	How do we show we care for others? Why does it matter?	How do religious families and communities practice their faith? The example of prayer.	What is expected of a person in following a religion or belief?	What is good and right? What is wrong and evil?	Death: is it the end?
F3 What places are special and why?	Stories of Jesus: What can we learn from them?	Where, how and why do people worship?	How do people's beliefs about God, the world and others have impact on their lives?	Do the teachings of Jesus stand the test of time?	How can people express the spiritual through the arts?
F4 What times are special and why?	In what ways are churches / synagogues important to believers?	What can we learn from inspiring people in sacred texts and in the history of religions?	How are religious and spiritual beliefs expressed in arts, architecture, charity and generosity?	What can we learn from visiting places of worship?	Are the ideas of science and religion compatible?
F5 Belonging. Who are we and how do we belong?	What makes some people inspiring to others? Moses and Saint Peter	Why do some people think life is like a journey? What do different people think about life after death?	What do sacred texts and other sources say about God, the world and human life?	Why believe in God? Or why be an atheist?	Does religion make peace or cause war?
F6 Our wonderful world: how can we care for living things and the earth?	What do Jewish people believe about God, creation, humanity, and the natural world?	Christianity, music and worship: what can we learn?	How can we make Nottingham City and Nottinghamshire places of tolerance and respect?	What will make our communities more respectful? Exploring belief in action.	How do people decide what is right in relation to ethical issues?
	What is it like to belong to the Christian religion today?	How do Hindu families practice their faith?	How do religions and beliefs respond to global issues?	What does justice mean to Christians?	Does being religious make it easier or harder to be good?
	Jewish and Christian stories: How and why are some stories important in religions?	What are the deeper meanings of some Hindu festivals?	What can we learn from people who resist discrimination and persecution?	What is good and what is challenging about being a teenage believer in Britain today?	What can religions and worldviews contribute to climate justice and 'saving the Earth'?

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### Progression in language: summary of select shortlist of key words and core concepts

This table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a brief minimum that features in the plans and can contribute to coherent progression.

	Reception Curiosity+ experience	5-7s: Exploring and discovering	7-9s: Knowing and understanding	9-11s: Understanding and connecting	11-14s: Applying, interpreting, appreciating and appraising (adding to KS2 lists)
<b>The general language of religious study</b>	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.	Beliefs, teachings, sources of authority, religious expression, ways of living, religious identity, diversity and controversy, psychology, sociology and philosophy of religion, ethics, community cohesion, religious conservatism, liberalism and radicalism.
<b>Christianity</b>	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel.	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven.	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape.	Biblical authority and inspiration, intelligent design, theology, Christian ethics, 'Just war', sanctity of life, 'green Christianity'.
<b>Judaism</b>	Moses Passover Torah Synagogue	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat.	Jewish, Judaism, Moses, Exodus, Law-giver, Ten Commandments, Star of David, Passover / Pesach, Shabbat	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance	
<b>Islam</b>	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.	Last Prophet, Revelation, Shahadah, Sawm, Zakat, Ramadan, Hajj, submission to Allah, Sunni, Shi'a, Sufi, 99 Beautiful Names.
<b>Hindu Dharma</b>			Hindu, mandir, murtis, gods and goddesses, Divali, Aum.	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods and goddesses, shrines, Mahatma.	
<b>Sikhi</b>	Schools choosing to go beyond the minimum number of religions for study in this syllabus: Select age-appropriate key words for pupils to learn as they begin their studies of each religion.				Sikhi, Guru, Gurdwara, Langar, Guru Granth Sahib, Waheguru, The 5 Ks, Vaisakhi, Harimandir Sahib, Vand Chakna, Sewa.
<b>Buddhism</b>					Buddha, Dharma, Sangha, Enlightenment, 4 Noble Truths, Noble Eightfold Path, Nirvana, Meditation.
<b>Non-religious worldviews</b>	Non-religious	Humanist, Golden Rule, non-religious.	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist.	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'.	Varieties of atheism, 'new atheists', skepticism, ethical autonomy, situation ethics, secular.