



Kingsway Primary School

***Religious Education Progression Framework
(The Agreed Syllabus for RE in Nottinghamshire 2021 - 2026)***

Nottinghamshire Agreed Syllabus outcomes:

A. Knowing about and understanding religions and world views

KS1

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out the meanings behind them.
- A2. 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.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

KS2

- A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.
- A2. 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.
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and expressing meaning.

B. Expressing and communicating ideas relating to religions and world views

KS1

- B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and world views.

KS2

- B1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. 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. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.

C. Gaining and deploying the skills for learning from religions and world views

KS1

C1. 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.

C2. Find out about and respond with ideas to examples of co-operation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

KS2

C1. 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.

C2. Find out about and respond with ideas to examples of co-operation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Year Group	Knowledge Progression	Skills Progression
F2	To know who our friends and family are. To understand that people look after us and we can look after others including pets. To have some knowledge of Harvest and infant baptism.	Develop their sense of responsibility and membership of a community. Continue to develop positive attitudes about the differences between people. To recognise and describe special times or events for family or friends. To start to show an interest in different occupations and ways of life.

	<p>To be able to recall the main parts of stories such as Jonah and the Whale, David and Goliath.</p> <p>To know and recall some of the stories Jesus told.</p> <p>To begin to relate aspects of the stories to their own lives eg. Have they ever lost anything? How did they feel?</p> <p>To know some of the Old Testament stories.</p> <p>To know some of the miracles of Jesus.</p> <p>To consider how the witnesses to Jesus miracles felt.</p> <p>To know through exploration the local area.</p> <p>To understand that the churches are part of the local area.</p> <p>To consider which places are special to different people.</p>	
1	<p>Unit 1.1 Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr</p> <p>Unit 1.2 Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> <p>Unit 1.3 Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to</p>	<p>Unit 1.1 Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.</p> <p>Unit 1.2 Literacy skills, simple discussion, sharing and expressing their own ideas.</p> <p>Unit 1.3 Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.</p> <p>Unit 1.4 Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.</p>

	<p>Christians because of who they believe Jesus was; God come to earth, with the power to help people in many ways.</p> <p>Unit 1.4 Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p>	
<p>2</p>	<p>Unit 2.1 Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader. They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non-religious leader makes a good point of comparison.</p> <p>Unit 2.2 Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and</p>	<p>Unit 2.1 Thinking and discussion skills, information gathering skills.</p> <p>Unit 2.2 Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice.</p> <p>Unit 2.3 Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in various ways.</p> <p>Unit 2.4 Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p>

	<p>Shabbat. They will learn about some ways a Rabbi teaches the community about God.</p> <p>Unit 2.3</p> <p>Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</p> <p>Unit 2.4</p> <p>Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah.</p>	
3	<p>Unit 3.1</p> <p>Pupils will learn about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. About contemporary practices in relation to these four festivities. about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. About the 'fruit of the Spirit' (Galatians 5:22)</p> <p>Unit 3.2</p> <p>Pupils will learn about the practice, meaning and importance of the 5 daily Islamic prayers. About the meaning and use of the Lord's Prayer in Christianity. About prayer at a mosque or a church. About beliefs about Allah / God and prayer in the different religions.</p> <p>Unit 3.3</p> <p>Pupils will learn about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. 4 key terms in relation to each building. To identify similarities between the places of worship . To connect features</p>	<p>Unit 3.1</p> <p>Pupils will explore, discuss and apply concepts in their leaning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.</p> <p>Unit 3.2</p> <p>Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p> <p>Unit 3.3</p> <p>Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p> <p>Unit 3.4</p> <p>Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.</p>

	<p>of the buildings to religious beliefs, teachings, practices and ways of living.</p> <p>Unit 3.4 Pupils will learn about at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). Examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. Examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</p>	
4	<p>Unit 4.1 Pupils will learn Key ways in which Christians, Hindus and Muslims see life as a journey. To gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. About a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. About non-religious views, for example about Humanist commitment to ‘the one life we have.’</p> <p>Unit 4.2 Pupils will learn about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). Details about and reasons for ritual and practice on pilgrimages. To reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. About local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</p>	<p>Unit 4.1 Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas.</p> <p>Unit 4.2 Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings.</p> <p>Unit 4.3 Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.</p> <p>Unit 4.4 Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p>

	<p>Unit 4.3 Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. These can be compared with music from any sources which pupils find spiritually interesting or inspiring.</p> <p>Unit 4.4 Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK, They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</p>	
5	<p>Unit 5.1 Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.</p> <p>Unit 5.2 Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils'</p>	<p>Unit 5.1 Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership.</p> <p>Unit 5.2 Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p> <p>Unit 5.3 Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves.</p> <p>Unit 6.4</p>

	<p>reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.</p> <p>Unit 5.3 Pupils will learn about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. To reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.</p> <p>Unit 6.4 Pupils will learn about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. About the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. About the work of the National Holocaust Centre and Museum as a place of remembrance in the UK.</p>	<p>Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.</p>
<p>6</p>	<p>Unit 6.1 Pupils will learn to understand two carefully selected texts from the scriptures of each of the religions selected for study. About two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</p> <p>Unit 6.2 Pupils will learn about the statistics of world religions in the local area, the county, region, nation and world. About at least two examples of inter faith co-operation.</p> <p>Unit 6.3</p>	<p>Unit 6.1 Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.</p> <p>Unit 6.2 They will think reasonably about questions of community harmony and inter faith work.</p> <p>Unit 6.3 Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.</p>

	<p>Pupils will learn about spiritual concepts of justice, fairness, compassion and responsibility. About at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity).</p> <p>Unit 5.4 Pupils will learn about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. About different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'Love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.</p>	<p>Unit 5.4 Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</p>
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Year Group	Key concepts and vocabulary
1	<p>Unit 1.1 Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.</p> <p>Unit 1.2 Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.</p> <p>Unit 1.3 Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God</p> <p>Unit 1.4 Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.</p>
2	<p>Unit 2.1 Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.</p>

	<p>Unit 2.2 Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.</p> <p>Unit 2.3 Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.</p> <p>Unit 2.4 Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God,</p>
3	<p>Unit 3.1 Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.</p> <p>Unit 3.2 Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p> <p>Unit 3.3 Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.</p> <p>Unit 3.4 Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values</p>
4	<p>Unit 4.1 Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.</p> <p>Unit 4.2 Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p> <p>Unit 4.3 Religion, Christian, spiritual, worship, devotion, belief, self-expression</p> <p>Unit 4.4 Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.</p>

<p>5</p>	<p>Unit 5.1 Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p> <p>Unit 5.2 Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.</p> <p>Unit 5.3 Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa Non-religious key words include atheist, agnostic.</p> <p>Unit 6.4 Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.</p>
<p>6</p>	<p>Unit 6.1 Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist.</p> <p>Unit 6.2 Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p> <p>Unit 6.3 Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p> <p>Unit 5.4 Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values,</p>

Religious Education in EYFS

Early Learning Goals	RE in the Early Years Foundation Stage
<p data-bbox="125 316 555 347"><u>Communication and Language</u></p> <ul data-bbox="152 363 1061 593" style="list-style-type: none">• They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.• They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.• They develop their own narratives and explanations by connecting ideas or events. <p data-bbox="125 632 757 663"><u>Personal, Social and Emotional Development</u></p> <ul data-bbox="152 679 1030 944" style="list-style-type: none">• They take account of one another’s ideas about how to organise their activity.• They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.• Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. <p data-bbox="125 1008 241 1040"><u>Literacy</u></p> <ul data-bbox="152 1056 1003 1206" style="list-style-type: none">• They demonstrate understanding when talking with others about what they have read.• They write simple sentences which can be read by themselves and others. <p data-bbox="125 1254 479 1286"><u>Understanding the World</u></p> <ul data-bbox="152 1302 985 1461" style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Understand some places are special to members of their community.	<ul data-bbox="1122 319 2078 727" style="list-style-type: none">• Pupils should encounter religions and world views through special people, books, times, places objects and by visiting places of worship.• They should listen to and talk about stories.• Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.• They ask questions and reflect on their own beliefs ad experiences.• They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. <p data-bbox="1122 766 2029 861">Religious Education is, unlike other subjects of the National Curriculum, a legal requirements for all pupils on the school roll, including those in the reception year.</p>

- Recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts and Design

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Mathematics

- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.