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| Pensilva Primary School – Religious Education.  Progression of Knowledge and Skills. | | | |
| EYFS | Key Stage One  Years 1 and 2 | Lower Key Stage Two  Years 3 and 4 | Upper Key Stage Two  Years 5 and 6 |
| **Discovering**  F1 Why is the word  ‘God’ so important to  Christians? [God]  F2 Why is Christmas  special for Christians?  [Incarnation]  F3 Why is Easter special  for Christians? [Salvation]  ***Thematic***  F4 Being special: where  do we belong?  F5 Which places are  special and why?  F6 Which stories are  special and why? | **Understand beliefs and teachings.**  **This concept involves understanding the key teachings of various religions.**  • Describe some of the teachings of a religion.  • Describe some of the main festivals or celebrations of a religion. | **Understand beliefs and teachings.**  **This concept involves understanding the key teachings of various religions.**  • Present the key teachings and beliefs of a religion.  • Refer to religious figures and holy books to explain answers. | **Understand beliefs and teachings.**  **This concept involves understanding the key teachings of various religions.**  • Explain how some teachings and beliefs are shared between religions.  • Explain how religious beliefs shape the lives of individuals and communities. |
| **Personal, Social and Emotional Development**  See themselves as a valuable individual.  Think about the perspectives of others.  **Understanding the World**  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways. | **Understand practices and lifestyles.**  **This concept involves understanding the day to day lives and practices of various religions.**   * **Recognise, name and describe some religious artefacts, places and practices.** | **Understand practices and lifestyles.**  **This concept involves understanding the day to day lives and practices of various religions.**  • Identify religious artefacts and explain how and why they are used.  • Describe religious buildings and explain how they are used.  • Explain some of the religious practices of both clerics and individuals. | **Understand practices and lifestyles.**  **This concept involves understanding the day to day lives and practices of various religions.**  • Explain the practices and lifestyles involved in belonging to a faith community.  • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.  • Show an understanding of the role of a spiritual leader. |
| **ELG**  **Personal, Social and Emotional Development**  **Building Relationships**  Show sensitivity to their own and others’ needs.  **Understanding the World**  **Past and Present**  Talk about the lives of the people around them and their roles in society.  Understand that past through settings, characters and events encountered in books read in class and storytelling. | **Understand how beliefs are conveyed.**  **This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.**  • Name some religious symbols.  • Explain the meaning of some religious symbols. | **Understand how beliefs are conveyed.**  **This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.**   * Identify religious symbolism in literature and the arts. | **Understand how beliefs are conveyed.**  **This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.**   * Explain some of the different ways that individuals show their beliefs. |
| **People and Communities**  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. | **Reflect**  **This concept involves an appreciation of how religion plays an important role in the lives of some people.**  • Identify the things that are important in their own lives and compare these to religious beliefs.  • Relate emotions to some of the experiences of religious figures studied.  • Ask questions about puzzling aspects of life. | **Reflect**  **This concept involves an appreciation of how religion plays an important role in the lives of some people.**  • Show an understanding that personal experiences and feelings influence attitudes and actions.  • Give some reasons why religious figures may have acted as they did.  • Ask questions that have no universally agreed answers. | **Reflect**  **This concept involves an appreciation of how religion plays an important role in the lives of some people.**  • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.  • Explain their own ideas about the answers to ultimate questions.  • Explain why their own answers to ultimate questions may differ from those of others. |
|  | **Understand values**  **This concept involves an appreciation of how many people place values as an important aspect of their lives.**  • Identify how they have to make their own choices in life.  • Explain how actions affect others.  • Show an understanding of the term ‘morals’. | **Understand values**  **This concept involves an appreciation of how many people place values as an important aspect of their lives.**  • Explain how beliefs about right and wrong affect people’s behaviour.  • Describe how some of the values held by communities or individuals affect behaviour and actions.  • Discuss and give opinions on stories involving moral dilemmas. | **Understand values**  **This concept involves an appreciation of how many people place values as an important aspect of their lives.**  • Explain why different religious communities or individuals may have a different view of what is right and wrong.  • Show an awareness of morals and right and wrong beyond rules (i.e., wanting to act in a certain way despite rules).  • Express their own values and remain respectful of those with different values. |
| **Cornwall**  Re-tell a story about a Cornish Saint and connect this story to the local area. | **Unit 1.8 p.159 Cornwall - What makes some people and places in Cornwall sacred?**  Recognise that there are special people and places in Cornwall that are sacred to believers.  Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there.  Re-tell a story about a Cornish Saint and connect this story to the local area. | **Unit L2.11 p.160 Cornwall – How and why do people in Cornwall mark significant events in community life?**  Identify festivals that are unique to Cornwall and explain how they started.  Describe special times in the Cornish year. Make simple links between beliefs and importance of these special events to the people of Cornwall.  Identify some differences in how people celebrate community life e.g., different practices in local festivals and traditions. | **Unit U2.12 p.161 Cornwall – Does faith help people in Cornwall when life gets hard?**  Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life.  Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.  Consider Cornwall as a place of refuge, inspiration and challenge. |