



R.E CURRICULUM AIMS PROGRESSION MAP

Glory Farm Primary School's R.E curriculum is coherently planned and sequenced towards building sufficient knowledge and skills for future learning.

Skills	EYFS- Development matters (understanding the world: people and communities)		
	A Unique child	Positive relationships	Enabling environments
	30-50 months	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. 	<ul style="list-style-type: none"> Encourage children to talk about their own home and community life, and to find out about other children's experiences. encourage children to explore religious materials Encourage children to develop positive relationships with community members, such as fire-fighters, who visit the setting
40-60 + months Early learning goal	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Listens to what others say <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> Encourage children to share their feelings and talk about why they respond to experiences in particular ways. Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. 	<ul style="list-style-type: none"> Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. Provide role-play areas with a variety of resources reflecting diversity. Make a display with the children, showing all the people who make up the community of the setting.

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			<ul style="list-style-type: none"> • Share stories that reflect the diversity of children's experiences. • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.
Religions covered in EYFS: Christianity, Hinduism, Islam, Judaism, Sikhism, Buddhism			
Religions covered	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • Christianity • Hinduism (Diwali focus) (Year 1) • Islam (Year 2) • Judaism (Year 1) 	<ul style="list-style-type: none"> • Christianity • Hinduism (Year 3) • Judaism (Year 4) 	<ul style="list-style-type: none"> • Christianity • Sikhism (Year 5) • Islam (Year 6)
Understanding of religion and world views	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • Pupils can recognise special places of worship • Pupils can express ways in which religious figures are special. • Pupils understand and have an appreciation of religions and the roles it plays in peoples lives. 	<ul style="list-style-type: none"> • Pupils can retell stories linked to festivals and say why they are important to believers and make connections. • Pupils can make connection between stories within a sacred text • Pupils are able to describe the practice of payer. 	<ul style="list-style-type: none"> • Pupils can describe religious artefacts and figures and explain their significance • Pupils can describe and make connections and show examples of religious creativity. • Pupils can make connections between beliefs and behaviour in different religions. • Pupils can make connections between the key functions of a



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	<ul style="list-style-type: none"> ● Pupils can name and recognise features of religious life and practice. ● Pupils can begin to show awareness for similarities and differences in religions. 	<ul style="list-style-type: none"> ● Pupils can identify some beliefs and features of religion and their importance for some people. ● Pupils can begin to show awareness of similarities in religions. ● Pupils can describe some of the beliefs and features of religion, recognising similarities and differences. ● Pupils are starting to make links and identify the impact religion has on believers. 	religious building and the beliefs of the religious community.
Expressing and communicating ideas related to religions and world views- ensuring personal reflection, response and empathy.	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> ● Pupils can make simple links between belief and practice. ● Pupils can identify ways that festivals are celebrated and identify how this might make people feel. ● Pupils can ask and suggest answers to questions about stories and religious festivals ● Pupils can reflect on their own feelings, ideas and values. ● Pupils can reflect on what influences them, making links 	<ul style="list-style-type: none"> ● Pupils can respond thoughtfully to examples of how praying helps religious believers. ● Pupils can describe and comment on similarities and differences between how different religions pray and celebrate ● Recall and talk about some rules for living by religious traditions. ● Pupils reflect on their own feelings, ideas and values. ● Pupils reflect on what influences them, making links between 	<ul style="list-style-type: none"> ● In response to the religious material they learn about, pupils are able to express their views and support them using plausible reasons and reasons. ● Pupils raise important questions about religion and beliefs. ● Pupils show awareness of other people's views ● Pupils can express ideas about how and why religion helps believers when times are hard, giving examples



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	between aspects of their own and others' experiences.	aspects of their own and other experiences.	<ul style="list-style-type: none"> Pupils are able to outline the challenges of belonging to religious communities in Britain.
Gaining and deploying the skills for studying religions and world views.	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Asking some questions and suggesting answers to questions arising from stories across more than one faith Pupils can use creative ways to express their own ideas Pupils can respond to examples of religious figures In response to religious material they learn about, pupils are able to express their views and are starting to support them using a plausible reason or reasons. 	<ul style="list-style-type: none"> Pupils are able to suggest some ideas about ways to respect others Pupils can find and explain different religious teaching to support living a good life. Pupils can discuss their own and others views and ideas about how people decide right and wrong. Pupils can discuss own and other ideas Pupils can talk about what they find interesting or puzzling and what is of value and concern to themselves and others. 	<ul style="list-style-type: none"> Pupils can discuss their own ideas about the importance of values to live by, comparing them to religious ideas. Pupils can express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today. Pupils can talk about what they find interesting or puzzling and what is of value or concern to themselves and to others.