

Religious Education			
Essential opportunities			
Early Years			
<p><i>Children should be provided with opportunities in RE to:</i></p> <ul style="list-style-type: none"> <li>- listen to and talk about appropriate stories which engage children directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities</li> <li>- get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer</li> <li>- use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells)</li> <li>- make and do – make festive food, role play, dress up, dance have times of quiet and stillness</li> <li>- share their own beliefs, ideas and values talk about their feelings and experiences</li> <li>- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live</li> <li>- begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.</li> </ul>			
Essential Learning Objectives	Learning Outcomes	P Levels	Early Learning Goals
<b>Being special</b>	<p>To share and record occasions when things have happened in their lives that made them feel special.</p> <p>To recall simply what happens at a traditional Christian infant baptism and dedication.</p>	<p><b>P5</b></p> <ul style="list-style-type: none"> <li>- respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings.</li> <li>- respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food or tactile objects</li> <li>- take part in activities involving two or three other learners.</li> <li>- may also engage in moments of individual reflection.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p>Dispositions and Attitudes</p> <p>Self-Confidence/Self-Esteem</p> <p>Sense of Community</p> <p>Making Relationships</p>
<b>Special People</b>	<p>To talk about people who are special to them and say what makes their family and friends special to them.</p> <p>To identify some of the qualities of a good friend.</p> <p>To reflect on the question 'Am I a good friend?'</p> <p>To recall and talk about stories of Jesus as a friend to others.</p> <p>To recall stories about special people in other religions and talk about what we can learn from them.</p>	<p><b>P6</b></p> <ul style="list-style-type: none"> <li>- express and communicate their feelings in different ways.</li> <li>- respond to others in group situations and co-operate when working in small groups.</li> <li>- listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals.</li> <li>- Carry out ritualised actions in familiar circumstances.</li> </ul>	<p>Behaviour and Self-Control</p> <p><b>Communication and Language</b></p> <p>Communication</p> <p>Thinking</p> <p>Reading</p> <p>Writing</p>

# Assessment Progression Map

<p><b>Special Times</b></p>	<p>To give examples of special occasions and suggest features of a good celebration.</p> <p>To recall simply stories connected with Christmas/ Easter and a festival from another faith.</p> <p>To say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p>	<ul style="list-style-type: none"> <li>- Show concern and sympathy for others in distress e.g. through gestures, facial expressions or by offering comfort.</li> <li>- Start to be aware of their own influence on events and other people.</li> </ul> <p><b>P7</b></p> <ul style="list-style-type: none"> <li>- listen to and follow religious stories.</li> <li>- can communicate their ideas about religion, life events and experiences in simple phrases.</li> </ul>	<p><b>Understanding the World</b></p> <p>Sense of Time Sense of Place Exploration and Investigation Cultures and Beliefs</p> <p><b>Expressive Arts and Design</b></p> <p>Imagination Exploring</p>
-----------------------------	---	---	--

# Assessment Progression Map

<p><b>Special places</b></p>	<p>To talk about somewhere that is special to themselves saying why.</p> <p>To be aware that some religious people have places which have special meaning for them.</p> <p>To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>To express a personal response to the natural world.</p>	<ul style="list-style-type: none"> <li>- can evaluate their own work and behaviour in simple ways, beginning to identify some actions as right and wrong on the basis of consequences.</li> <li>- can find out about aspects of religion through stories, music, or drama, answer questions and communicate their responses.</li> <li>- may communicate their feelings about what is special to them e.g. through role play.</li> <li>- can begin to understand that other people have needs and to respect these.</li> <li>- can make purposeful relationships with others in group activity.</li> </ul> <p><b>P8</b></p> <ul style="list-style-type: none"> <li>- can listen attentively to religious stories or to people talking about religion.</li> <li>- can begin to understand that religious and other stories carry moral and religious meaning.</li> <li>- are increasingly able to communicate ideas, feelings or responses to experiences or retell religious stories.</li> <li>- can communicate simple facts about religion and important people in religions.</li> <li>- can begin to realise the significance of religious artefacts, symbols and places.</li> <li>- can reflect on what makes them happy, sad, excited or lonely.</li> <li>- are able to demonstrate a basic understanding of what is right and wrong in familiar situations.</li> <li>- are often sensitive to the needs and feelings of others and show respect for themselves and others.</li> <li>- treat living things and their environment with care and concern.</li> </ul>	<p>Media and Materials</p> <p>Responding to Experiences</p> <p>Expressing and Communicating Ideas</p>
------------------------------	---	--	---

<b>Religious Education</b>	
Essential opportunities Key stage 1	Essential opportunities Key stage 2
<p>In Key Stage 1, children should be taught to:</p> <p><b><i>AT1 – learn about religion and belief (exploring)</i></b></p> <ul style="list-style-type: none"> <li>- explore a range of religious stories and sacred writings, and talk about their meanings</li> <li>- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</li> <li>- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</li> <li>- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</li> <li>- identify and suggest meanings for religious symbols</li> <li>- begin to use a range of religious words.</li> </ul> <p><b><i>AT2 - ...learn from religion and belief (responding)</i></b></p> <ul style="list-style-type: none"> <li>- reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness</li> <li>- ask and respond imaginatively to puzzling questions, communicating their ideas</li> <li>- identify what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>- reflect on how spiritual and moral values relate to their own behaviour</li> <li>- recognise that religious teachings and ideas about values make a difference to individuals, families and the local community.</li> </ul>	<p>In Key Stage 2, children should be taught to:</p> <p><b><i>AT1 – learn about religion and belief (exploring)</i></b></p> <ul style="list-style-type: none"> <li>- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>- identify and begin to describe the similarities and differences within and between religions</li> <li>- investigate the significance of religion in the local, national and global communities</li> <li>- consider the meaning of a range of forms of religious expression,</li> <li>- understand why they are important in religion, and note links between them</li> <li>- describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>- use specialist vocabulary in communicating their knowledge and understanding</li> <li>- use and interpret information about religions from a range of sources</li> </ul> <p><b><i>AT2 - ...learn from religion and belief (responding)</i></b></p> <ul style="list-style-type: none"> <li>- reflect on what it means to belong to a faith community, communicating their own and others responses</li> <li>- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>- discuss their own and others views of religious truth and belief, expressing their own ideas</li> <li>- reflect on ideas of right and wrong and their own and others responses to them</li> <li>- reflect on sources of inspiration in their own and others' lives</li> </ul>

# Assessment Progression Map

Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
<b>AT1</b> – Learning <b>about</b> Religion and Belief	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>- use religious words and phrases to identify some features of religion and its importance for some people</li> <li>- begin to show awareness of similarities in religions</li> <li>- retell religious stories and suggest meanings for religious actions and symbols</li> <li>- identify how religion is expressed in different ways</li> </ul>	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>- use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences</li> <li>- make links between beliefs and sources, including religious stories and sacred texts</li> <li>- begin to identify the impact religion has on believers' lives</li> <li>- describe some forms of religious expression</li> </ul>	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>- use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences</li> <li>- make links between them, and describe some similarities and differences both within and between religions</li> <li>- describe the impact of religion on peoples' lives</li> <li>- suggest meanings for a range of forms of religious expression</li> </ul>
<b>AT2</b> – Learning <b>from</b> Religion and Belief	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>- ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief</li> <li>- recognise that some questions cause people to wonder and are difficult to answer.</li> <li>- in relation to matters of right and wrong recognise their own values and those of others.</li> </ul>	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>- identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li>- ask important questions about religion and beliefs, making links between their own and others' responses</li> <li>- make links between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul>	<p><i>Pupils:</i></p> <ul style="list-style-type: none"> <li>- raise and suggest answers to questions and issues raised by religion and belief.</li> <li>- apply their ideas relating to their study of religion and belief to their own and other people's lives</li> <li>- describe what inspires and influences themselves and others, in relation to religion and belief</li> </ul>