

Stepgates Community School Curriculum Mapping: Religious Education 2023-24



EYFS	Areas of Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Three- and Four-Year olds</p> <p>PSED: Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World: Continue to develop positive attitudes about the differences between people.</p> <p>Reception</p> <p>PSED: See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p>	<p>Beliefs, Teachings, Sources of Wisdom & Authority</p>	<p>Talk about a religious story</p>	<p>Retell a religious story and talk about it (e.g. Christian, Hindu etc)</p>	<p>Retell a religious story and suggest meanings to some religious and moral stories</p>	<p>Describe what a believer might learn from a religious story /sacred text</p> <p>Reflect and respond thoughtfully</p>	<p>Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives</p>	<p>Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</p>	<p>Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life</p>
	<p>Ways of Living</p>	<p>Talk about some belonging ceremonies. (e.g. Christening)</p>	<p>Recall and name different beliefs and practices, including festival, worship rituals and ways of life</p>	<p>Ask and respond to questions about why religious communities do different things</p>	<p>Describe and begin to make links between some of the things that are the same and different for religious people</p>	<p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups</p>	<p>Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities</p>	<p>Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how these impacts on the way they and a believer chooses to live their life</p>

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<p><u>Understanding the World:</u> Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Ways of Expressing Meaning</p>	<p>Talk about a religious symbol. (e.g. star at Christmas)</p>	<p>Recognise religious art, symbols and words and talk about them</p>	<p>Recognise that religious symbols, words and actions express a community way of living</p>	<p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning</p>	<p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media</p>	<p>Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value</p>	<p>Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers</p>
<p><u>Early Learning Goals</u></p> <p><u>PSED: (Building Relationships)</u> Show sensitivity to their own and others' needs.</p>	<p>Questions of Identity, Diversity and Belonging</p>	<p>Talk about their family</p>	<p>Begin to ask questions about the faith communities in their school</p>	<p>Notice and respond sensitively to some similarities between different religious and worldviews</p>	<p>Compare their own understanding of belonging with that of someone else's Identify similarities and differences</p>	<p>Verbalise their own understanding of the concept /belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people</p>	<p>Begin to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all and respond thoughtfully to ideas about community,</p>	<p>Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those</p>

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<p><u>Understanding the World:</u> <u>(Past and present)</u> Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>(People and Communities):</u> 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.</p>	<p>Questions of Meaning, Purpose and Truth</p>	<p>Say how they feel when they are happy or sad</p>	<p>Think about the special things that happen to them and others</p>	<p>Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom</p>	<p>Ask important questions about life and compare their ideas with those of other people</p>	<p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence</p>	<p>values and respect</p> <p>Represent the views of others about meaning, purpose and truth</p>	<p>views with reasons and examples</p> <p>Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth</p> <p>Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas</p>
<p>Questions of Values and Commitments</p>	<p>Say why their family is important to them</p>	<p>Think about what is important to them and to other people</p>	<p>Begin to express their ideas and opinions and to recognise there could be more than one answer</p>	<p>Link things that are important to them and other people with the way they think and behave</p>	<p>Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values</p>	<p>Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair</p>		

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Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection - this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy - this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation - this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation - this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation - this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis - this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Stepgates Community School Curriculum Mapping: Religious Education 2023-24



Synthesis - this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application - this includes:

- Making the association between religion and individual, community, national and international life

Expression - this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media