




Farnborough Primary School Progression of Knowledge and Skills Religious Education

 Farnborough Primary School KeyStage	Skills and Knowledge				
	Beliefs and Teachings	Rituals, ceremonies and lifestyles	How beliefs are expressed	Time to reflect and personal growth	Values (in your own life and others lives)
EYFS	Self & Others Children should know and understand about their own culture and beliefs and those of other people; that there are differences between people and that different does not mean better or worse	Symbolism & Rituals Children should know and understand: the <i>symbolism and rituals</i> which are part of everyday life	Festivals	Right, wrong, fairness and justice. Children should know and understand about <i>right and wrong and fairness and justice</i>	Living Things Children should know and understand: <i>the significance of living things</i>


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Key Stage 1	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>I can describe the main beliefs of a religion.</p> <p>I can describe the main festivals of a religion.</p> <p>Units: Christianity 1 Islam 1 Hinduism 1</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>I can recognise, name and describe religious artefacts, places and practices.</p> <p>I can explain religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p> <p>I can observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>Units: Christianity 2 – A Local church Islam 2 – 5 Pillars of Islam Christianity 4 -Easter Symbols</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>I can name religious symbols and the meaning of them.</p> <p>I can learn the name of important religious stories.</p> <p>I can retell religious stories and suggest meanings in the story.</p> <p>Units: Who am I? / Belonging Christianity 3 – The life and teachings of Jesus Hinduism 2 – Hindu Belief and Home</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>I can identify things that are important in their lives.</p> <p>I can ask questions about the puzzling aspects of life.</p> <p>I can understand that there are similarities and differences between people.</p> <p>Units: Who am I? / Belonging Unit Sharing Food Unit Natural World Unit</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>I can look at how values affect a community and individuals.</p> <p>I can explain how actions can affect other people.</p> <p>I can understand that they have their own choices to make and begin to understand the concept of morals.</p> <p>Units: Right and Wrong Unit</p>

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Lower Key Stage 2	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>I can describe the key teachings and beliefs of a religion. I can begin to compare the main festivals of world religions.</p> <p>I can refer to religious figures and holy books.</p> <p>Units: Buddhism 1 Sikhism 1</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>I can identify religious artefacts and how they are involved in daily practices and rituals. I can describe religious buildings and how they are used. I can explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> <p>Units : Peace Unit Hinduism 3 - Gods and Beliefs Judaism 1 - Shabbat – a day of rest Christianity 6 - Local Christian places of Worship</p>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>I can begin to identify religious symbolism in different forms of art and communication. I can look at holy texts and stories, explain meaning in a story. I can express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> <p>Units: Sikhism 2 – Sikh Teachings and Life Judaism 2 - Festivals in Jewish Life Buddhism 3 Following the Buddha's teaching Christianity 7 - Christian celebrations</p>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>I can understand that personal experiences and feelings can influence their attitudes and actions. I can offer suggestions about why religious and non-religious leaders and followers have acted the way they have. I can ask questions that have no agreed answers, and offer suggestions as answers to those questions. I can understand that there are similarities and differences between people and respect those differences.</p> <p>Units: Buddhism 2 Living as a Buddhist Sikhism 3 - The Gurdwara and the Guru Granth Sahib Christianity 8 - Jesus human and divine</p>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>I can make informed choices and understand the consequences of choices. I can describe how shared values in a community can affect behaviour and outcomes. I can discuss and give opinions on morals and values, including their own.</p> <p>Unit: Buddhism 2 Living as a Buddhist</p> <p>Peace Unit</p>

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Upper Key Stage 2	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>I can recognise and explain how some teachings and beliefs are shared between religions.</p> <p>I can explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>Units: Sikhism 4 - Belonging to the Sikh Community Christianity 9 - Leading a Christian life Buddhism 4 The Buddhist community worldwide Understanding Faith and Belief within our Community Unit</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>I can explain practices and lifestyles associated with belonging to a faith.</p> <p>I can explain practices and lifestyles associated with belonging to a non-religious community.</p> <p>I can compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p> <p>I can show an understanding of the role of a spiritual leader.</p> <p>Unit: Islam 4 - Hajj and Id ul Adha Muslim visitor Hinduism 4 - Pilgrimage</p>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>I can explore religious symbolism in literature and the arts.</p> <p>I can explain some of the different ways individuals show their beliefs.</p> <p>I can share their opinion or express their own belief with respect and tolerance for others.</p> <p>Unit: Islam 3 - Ramadan and Id ul Fitr Christianity 8 - Jesus human and divine</p> <p>Judaism 4 Prayer and Worship</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>I can recognise and express feelings about their identities and beliefs.</p> <p>I can explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.</p> <p>I can explain why their answers may be different from someone else's and respond sensitively.</p> <p>Units: The journey of Life and Death Unit Buddhism 4 The Buddhist community worldwide</p>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>I can explain why individuals and communities may have similar and differing values.</p> <p>I can show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.</p> <p>I can express their own values while respecting the values of others.</p> <p>Unit: Understanding Faith and Belief within our Community Unit</p>