



## RE Progression of Knowledge and Skills-EYFS, Key Stage 1 & Key Stage 2

*Turton and Edgworth Primary School follows the Blackburn Diocesan Board of Education RE syllabus.*

*"No other aspect of school life can ensure better than RE that school is experienced by staff and students alike not as a fact factory but as a laboratory for learning the values and virtues, attitudes and aptitudes which make for the wholeness of body, mind and spirit," (Saxbee 2013)*

Blackburn Diocesan Board of Education believes that high quality Religious Education (RE) is the key to enabling every child to flourish. We are committed to producing quality resources that will provide teachers with the knowledge and skills they need to ensure that the children experience the best RE curriculum.

This RE syllabus is a revision of 'Questful RE' the Blackburn Diocesan Board of Education RE syllabus 2017. Building on the foundation of the 2007, 2013 and 2017 syllabuses we have updated and redesigned the content, bringing it in line with current best practice and pedagogical strategies.

By embracing the explicit teaching of Christian concepts and God's big salvation story, it is hoped that the content of this syllabus will give pupils a deeper understanding of Christianity. In addition, pupils explore all major world faiths and discuss world views where appropriate.

Whoever we are, wherever we live, whether we are a person of faith or not, we all have a view on the world. Nobody stands nowhere.



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Questful RE Syllabus ELG	Key Stage 1	Lower Key Stage 2	Upper key Stage 2
<b>Investigate/Enquire</b>	Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
<b>Express</b>	Pupils can retell religious stories.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils ask ultimate questions and can express their own and others' views.
<b>Interpret</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
<b>Reflect</b>	Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
<b>Empathise</b>	Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe the impact of religion of people's lives.

<b>Apply</b>	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.
<b>Analyse</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can suggest possible reasons for distinctive beliefs within and between religions.
<b>Synthesise</b>	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
<b>Evaluate</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.
<b>End Points for the Early Years Foundation Stage (Early Learning Goals)</b>	<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>make comments about what they have heard and ask questions to clarify their understanding.</li> <li>hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>express their ideas and feelings about their experiences using full sentences.</li> </ul>		

Personal Social and Emotional Development

**ELG: Self-Regulation**

- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

**ELG: Building Relationships**

- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers.
- show sensitivity to their own and to others' needs.

Literacy

**ELG: Comprehension**

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

**ELG: Writing**

- write simple phrases and sentences that can be read by others.

Understanding the world

**ELG: Past and Present**

- talk about the lives of the people around them and their roles in society.
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps

Expressive Arts and Design

**ELG: Creating with Materials**

- share their creations, explaining the process they have used.
- make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.

<p><b>End of Key Stage Expectations - Key Stage One</b></p>	<p>Know that Christians believe that God is the creator of the world and everything in it.          Know that Christians believe that God is three in one, Father, Son and Holy Spirit.          Be able to retell both the nativity and Easter stories.          Use religious words to talk about the celebrations of Christmas, Easter and Pentecost.          Know that Christians believe Jesus is the Son of God who died on the cross and rose again.          Know that Jesus had 12 special friends called disciples.          Know that the Bible is the Christian holy book and it contains God's big story, the salvation plan.          Be able to retell stories of Jesus' miracles.          Have visited a church and confidently talk about their experience and what they have learnt.          Have had opportunity to ask reflective questions that wonder about religious practice, values and beliefs.          Be able to give examples of how people of faith put their beliefs into action.          Know the names and significance of holy books from at least three world faiths.          Be developing a sense of their own values and the values of others.          Be able to identify and talk about the places of worship of at least three world faiths</p>
<p><b>End of Key Stage Expectations - Key Stage Two</b></p>	<p>Know that Christians believe that God is three in one, Father, Son and Holy Spirit - the Trinity.          Know that Christians believe that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall.          Know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.          Know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.          Know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).          Know that Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.          Know that Pentecost was the start of the church.          Know that Christians believe that the Holy Spirit is at work in their lives today.          Know that Christianity is a worldwide multi-cultural faith.          Know that prayer is an important part of the life of a believer and explain why.          Know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.          Describe the impact that responding to God's call has on a believer's life.          Use developing religious vocabulary to talk about the impact religion has on believers' lives.          Be able to make comparisons and identify the similarities and differences between the rules for living in at least three world faiths.          Ask important questions about religion and belief that improves their learning.</p>

	<p>Experience a visit to a place of worship other than a church building.</p> <p>Talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.</p> <p>Retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.</p> <p>Connect Christian practices, values and beliefs to events and teaching in the Bible.</p> <p>Be able to describe and show understanding of the links between the teachings in Holy Books and the behaviour of the believers.</p> <p>Be able to express and explain their own opinions on issues they have discussed.</p> <p>Use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.</p> <p>Describe what they think motivates people of faith and explain what inspires and influences them personally.</p> <p>Ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.</p> <p>Know and be able to talk about the links between Christianity and Judaism.</p> <p>Describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.</p>
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## Religious Education End Points - Reception.

	<b>Pupils will know that...</b>	<b>Pupils will be expected to...</b>
Autumn 1 Harvest	<ul style="list-style-type: none"> <li>*Christians believe God created the world.</li> <li>*Christians believe that we should say thank you to God at Harvest time.</li> <li>*Christians celebrate the Harvest Festival with a special service in church.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about the food they enjoy</li> <li>*Talk about harvest around the world.</li> <li>*Talk about why we celebrate harvest</li> <li>*Talk about why it is important to help others, particularly at harvest time.</li> </ul>
Autumn 2 I am special	<ul style="list-style-type: none"> <li>*Christians believe that they are fearfully and wonderfully made by God.</li> <li>*They are unique special and loved.</li> <li>*Christians believe that God is their heavenly father.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about themselves, their likes, dislikes, and what makes them special.</li> <li>*Talk about feelings they have experienced.</li> <li>*Talk about the names people of faith give to God.</li> </ul>
Christmas	<ul style="list-style-type: none"> <li>*For Christians, Christmas is the celebration of Jesus' birthday.</li> <li>*Jesus was a very special baby, the Son of God.</li> <li>*The church celebrates Christmas in special ways.</li> </ul>	<ul style="list-style-type: none"> <li>*Recall/retell the nativity story. identify the characters in the nativity story.</li> <li>*Use religious words to talk about Christmas and why it is important.</li> <li>*Talk about how the church celebrates Christmas.</li> <li>*Talk about their own experiences of Christmas and the feelings related to celebrating Christmas.</li> </ul>
Spring 1 Stories Jesus heard	<ul style="list-style-type: none"> <li>*Jesus listened to and learned Old Testament stories.</li> <li>*Old Testament stories teach us about God</li> </ul>	<ul style="list-style-type: none"> <li>*Recall/retell some of the Old Testament stories Jesus heard.</li> <li>*Talk about their favourite stories.</li> <li>*Talk about their feelings and experiences.</li> </ul>
Spring 2 Stories Jesus told	<ul style="list-style-type: none"> <li>*Jesus told stories and that they are found in the Bible.</li> <li>*Jesus told the stories to teach people about God.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify a Bible. recall/retell some of Jesus stories.</li> <li>*Talk about their own experiences and feelings. ask and respond to questions about their experiences and feelings.</li> <li>*Give a simple explanation of the things we can learn from Jesus' stories.</li> </ul>
Easter	<ul style="list-style-type: none"> <li>*Jesus rode into Jerusalem on a donkey on Palm Sunday.</li> <li>*Jesus died on the cross on Good Friday.</li> <li>*Christians believe that Jesus rose on Easter Day and is alive today.</li> <li>*Easter is the most important time of the year for the Church.</li> </ul>	<ul style="list-style-type: none"> <li>*Tell you that Christians believe Jesus died on the cross because God loves everyone.</li> <li>*Briefly retell the story of Easter and ask questions about the story.</li> <li>*Identify symbols associated with Easter.</li> <li>*Talk about their own experiences of love and other emotions expressed in the Easter Story.</li> </ul>
Summer 1 Special times	<ul style="list-style-type: none"> <li>*Christians celebrate the arrival of the Holy Spirit at Pentecost.</li> <li>*People of faith have special times of celebration. special times create memories.</li> <li>*Celebrating special festivals and occasions is important.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about special times.</li> <li>*Recall/retell the story of Pentecost.</li> <li>*Talk about feelings associated with special times, festivals and celebrations.</li> <li>*Ask questions about special/holy times.</li> </ul>
Summer 2 Prayer	<ul style="list-style-type: none"> <li>*Jesus taught his disciples the Lord's Prayer.</li> <li>*Prayer is a form of communication with God.</li> <li>*Prayer is expressed in a variety of ways.</li> <li>*People pray for many different reasons.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about the stories of Daniel and Jonah.</li> <li>*Talk about the different ways people pray.</li> <li>*Talk about their own experiences of prayer.</li> </ul>



