



THE
ROBERT DRAKE
PRIMARY SCHOOL

CURRICULUM PROGRESSION FOR RELIGIOUS EDUCATION

EYFS	→ YEARS 1 and 2	→ YEARS 3 and 4	→ YEARS 5 and 6
<p>Pupils will be able to talk about members of their immediate family and community. They will be able to describe people who are familiar to them and understand that some places are special to members of their community. They will recognise that people have different beliefs and celebrate special times in different ways and will begin to recognise some similarities and differences between life in this country and life in other countries.</p> <p>By the end of EYFS, children will know some similarities and differences between different religious and cultural communities in this country, and be able to draw on their experiences and what has been read in class. They will be able to explain some similarities and differences</p>	<p>Pupils will be taught to tell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief and that some beliefs connect together. They will be able to give different examples of how beliefs influence daily life. They will be given opportunities to ask questions about the world around them and talk about questions a story or practice from a religion or worldview might make them ask about the world around them. They will talk about what people mean when they say they 'know' something. Pupils will give a simple reason using the word 'because' when talking about religion and belief and use religious and belief stories to make</p>	<p>Pupils will show awareness of different sources of authority and how they link with beliefs and begin to identify different sources of authority and how they link with beliefs. Pupils will be taught to recognise that beliefs are influenced by events in the past and present and begin to identify events in history and society which have influenced some religious and non-religious worldviews. They will identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews. Pupils will identify ways in which beliefs might make a Muslim or Christian think about how they live their life, how they see the world in</p>	<p>Pupils will be taught to explain different sources of authority and the connections with beliefs and begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. They will describe connections between different beliefs being studied and link them to sources of authority using theological terms and explain the key theological similarities and differences between and within religions and worldviews. They will describe, explain and discuss how beliefs shape the way Hindus and Buddhists view the world in which they live and how they view others and connect this to other religions. Pupils will be able to explain different philosophical answers to</p>

<p>between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>connections between peoples' beliefs about right and wrong and their actions. They will begin to recognise that beliefs can have an impact on a believer's daily life, their family or local community. Pupils will be taught to recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. They will identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>which they live and how they view others. They will describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence and begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Pupils will describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences. They will describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. They will identify and describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Pupils will begin to describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals,</p>	<p>questions about the world around them, including questions relating to meaning and existence. They will begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. They will be able to give a reason why someone might hold a particular belief using the word 'because' and decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Pupils will begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. The will begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. They will begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally with reference to at least two different religions/worldviews and evaluate how beliefs impact on, influence and</p>
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