

Level Expected at the End of EYFS

We have aimed to select the Early Learning Goals that link most closely to RE curriculum guidance.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places and objects.

Government Guidance

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'' Section 2 79 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Taken from: [Religious Education in English Schools: Non-statutory guidance 2010](#)

Areas to Cover in the Non-Statutory Guidance

Each Local Authority will have an agreed syllabus so it is important that RE subject leaders are aware of the agreed syllabus to allow for the correct coverage in their school.

These three areas should underpin the breadth of coverage of RE in schools:

- **SMSC**
- **Personal Growth and Development**
- **Community Cohesion**

Beliefs and teachings (from various religions)

Understanding the key teachings of various religions.

Time to reflect and personal growth

Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.

Rituals, ceremonies and lifestyles (from various religions)

Exploring the day-to-day lives and practices of various religions.

Values (in your own life and others' lives)

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

How beliefs are expressed

Understanding how books, scriptures, symbols, art and readings convey beliefs.

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.

Intent

There is the intent at Cookridge Primary School that children, staff, governors and the wider community, will be confident in the skills and knowledge of different religions and cultures. Children will learn to show an appreciation for what people value and how it is an important aspect of their life. We will give children the chance to research, debate and present information, educating themselves and others about the wider world's religious, cultural beliefs and traditions. The children will become respectful members of an ever-diversifying world, respecting all people as equals.



Implementation

Cookridge Primary School will:

- Clearly document the skills progression throughout every year group of the primary phase. These will be displayed on the school website for all members of the school community to access.
- Provide Long Term plans outlining the intended teaching of the RE knowledge and skills progression.
- Train staff to use the knowledge and skills progression document to plan and teach effectively, in order for children to be able to research, debate and present information.
- Monitor the impact of its teaching of RE and look for successes and areas of development. We will do this using triangulation activities such as data collection, observations, pupil voice, work scrutiny, internal and external moderation and discussions with staff.
- Maintain opportunities for recapping previous learning.
- Give subject leaders time to monitor the impact of the RE curriculum taught on children's learning. Reporting back to staff on areas for development.



Impact

- Use RE data to measure impact of RE implementation – performance of different groups e.g. PPG, Year groups, Gender
- Use triangulation activities to help evidence impact - observations, pupil voice, work scrutiny, internal and external moderation, impact on other areas of the curriculum and discussions with staff.
- We will know the children of focus by analysing triangulation activities which highlight those children who are struggling or are stuck.
- Is the subject Intent statement a reality? If not, why not?
- Create future actions based on Self-assessment of subject area.

	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	<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>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; b describe the main festivals of a religion. 	<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>Children can:</p> <ul style="list-style-type: none"> a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books. 	<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>Children can:</p> <ul style="list-style-type: none"> a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles (from various religions)	<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>Children can:</p> <ul style="list-style-type: none"> a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle. 	<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>Children can:</p> <ul style="list-style-type: none"> a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<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>Children can:</p> <ul style="list-style-type: none"> a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader.
How beliefs are expressed	<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>Children can:</p> <ul style="list-style-type: none"> a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story. 	<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>Children can:</p> <ul style="list-style-type: none"> a begin to identify religious symbolism in different forms of art and communication; b looking at holy texts and stories, explain meaning in a story; c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<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>Children can:</p> <ul style="list-style-type: none"> a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; c share their opinion or express their own belief with respect and tolerance for others.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Time to reflect and personal growth</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>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people. 	<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>Children can:</p> <ul style="list-style-type: none"> a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences. 	<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>Children can:</p> <ul style="list-style-type: none"> a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Values (in your own life and others lives)</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>Children can:</p> <ul style="list-style-type: none"> a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals. 	<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>Children can:</p> <ul style="list-style-type: none"> a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own. 	<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. 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>Children can:</p> <ul style="list-style-type: none"> a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; c express their own values while respecting the values of others.