

# Ridgmont Lower School Progression Curriculum Cohesion Map ~

## RE

<b>Nursery</b>	Children at the expected level of development will: <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people</li> </ul> <i>Development Matters 2021</i>					
<b>EYFS</b>	Children at the expected level of development will: <ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <i>Development Matters 2021</i>					
Skill	Learning about religions (knowledge and understanding of:)			Learning from religions (Response, evaluation, application and question of:)		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion and belief	<ul style="list-style-type: none"> <li>Recall feature of religious and moral stories and other forms of religious expression</li> <li>Recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Retell religious, spiritual and moral stories</li> <li>Identify how religion and belief is expressed in different ways</li> <li>Identify similarities and differences in features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Make links between beliefs, stories and practices</li> <li>Identify the impacts of beliefs and practices on people's lives</li> <li>Identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Comment on connections between questions, beliefs, values and practices</li> <li>Describe the impact of beliefs and practices on individuals, groups and communities</li> <li>Describe similarities and differences within and</li> </ul>	<ul style="list-style-type: none"> <li>Explain connections between questions, beliefs, values and practices in different belief systems</li> <li>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>Explain how</li> </ul>	<ul style="list-style-type: none"> <li>Use religious and philosophical terminology and concepts to explain religion, beliefs and value systems</li> <li>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary</li> </ul>

# Ridgmont Lower School Progression Curriculum Cohesion Map ~

## RE

				between religions and beliefs	and why differences in belief are expressed	world
--	--	--	--	-------------------------------	---	-------

Skill	Learning about religions (knowledge and understanding of:)			Learning from religions (response, evaluation, application and questions of:)		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> <li>Identify what they find interesting and puzzling in life</li> <li>Recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some questions about life are difficult to answer</li> <li>Ask questions about their own and others' feelings and experiences</li> <li>Identify possible meanings for</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and connect features of religions and beliefs</li> <li>Ask significant questions about religion and beliefs</li> <li>Suggest</li> </ul>	<ul style="list-style-type: none"> <li>Gather, select and organise ideas about religion and belief</li> <li>Suggest answers to some questions raised by the study of religions and beliefs</li> <li>Suggest meanings for a range of forms of religious</li> </ul>	<ul style="list-style-type: none"> <li>Suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>Interpret religions and beliefs from different</li> </ul>

# Ridgmont Lower School Progression Curriculum Cohesion Map ~

## RE

		symbols and other forms of religious expression	meanings for symbols and other forms of religious expression	expression, using appropriate vocabulary	<ul style="list-style-type: none"> <li>Recognise and explain diversity within religious expression, using appropriate concepts</li> </ul>	perspectives <ul style="list-style-type: none"> <li>Interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>
--	--	---	--	--	---	---

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Beliefs and teachings (what people believe)</b>	Recount outlines of some religious stories	Retell religious stories and identify some religious beliefs and teachings	Describe some religious beliefs and teachings of religions studied and their importance	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary
<b>Practices and lifestyles (what people do)</b>	Recognise features of religions life and practice	Identify some religious practices, and know that some are characteristic of more than one religion	Describe how some features of religions studied are used or exemplified in festivals practices	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	Explain in details the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities
<b>Expression and language (how people express themselves)</b>	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	Explain how some forms of religious expression are used differently by individuals and communities	Compare the different ways in which people of faith communities express their faith
<b>Identity and experience (making sense of who we are)</b>	Identify aspects of own experience and feelings in	Respond sensitively to the experience and feelings of others, including those with a	Compare aspects of their own experiences and those of others, identifying what	Ask questions about the significant experiences of key figures from religions studied	Make informed responses to questions of identity and experience in the light of their	Discuss and express their views on some fundamental questions of identity, meaning,

# Ridgmont Lower School Progression Curriculum Cohesion Map ~

## RE

	religious material studied	faith	influences their lives	and suggest answers from own and others' experiences including believers	learning	purpose and morality related to Christianity and other faiths
<b>Meaning and purpose (making sense of life)</b>	Identify things they find interesting or puzzling, in religious materials studied	Realise that some questions that cause people to wonder are difficult to answer	Compare their own and other people's ideas about questions that are difficult to answer	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teachings of religions studied	Make informed responses to questions of meaning and purpose in the light of their learning	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
<b>Values and commitments (making sense of right and wrong)</b>	Identify what is of value and concern to themselves in religious material studied	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Make links between values and commitments, including religious ones, and their own attitudes or behaviours	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	Make informed responses to people's values and commitments (including religious one) in the light of their learning	Make informed responses to people's values and commitments (including religious one) in the light of their learning. They will use different techniques to reflect deeply.