

## Vernon Park Primary School: RE Progression of Knowledge and Skills

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience

### INTENT

Religious Education helps children to develop empathy and understanding, breaking down barriers and banishing division. We celebrate our differences and come together with a shared understanding of spirituality.

### Key Concepts of RE at Vernon Park Primary School



Believing



Expressing



Living

### Golden Threads of RE at Vernon Park Primary School

Kindness and Empathy

Friendship and Respect

Honesty and Responsibility

Tolerance and Fairness

Support and Inclusion

Challenge and Resilience

#### EYFS Discovering

##### **Agreed Syllabus (for Religious Education 2022-2027)**

- talk about some religious stories • recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet, Muhammad, Muslim
- identify some of their own feelings in the stories they hear
- identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims'
- use recently acquired vocabulary to talk about what simple teachings from the religious stories e.g. Jesus and Muhammad taught people about

#### KS1 Exploring

##### **Agreed Syllabus (for Religious Education 2022-2027)**

- Talk about some simple ideas about Christian beliefs about God and Jesus (A1).
- Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Ask some questions about believing in God and offer some ideas of their own (C1).
- Talk about some simple ideas about Muslim beliefs about God, making links

#### LKS2 Connecting

##### **Agreed Syllabus (for Religious Education 2022-2027)**

- Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).
- Ask questions and suggest some of their own responses to ideas about God (C1).
- Suggest why having a faith or belief in something can be hard (B2).
- Identify how and say why it makes a difference in people's lives to believe in God (B1).
- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).

#### UKS2 Connecting

##### **Agreed Syllabus (for Religious Education 2022-2027)**

- Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).
- Present different views on why people believe in God or not, including their own ideas (C1).

## Vernon Park Primary School: RE Progression of Knowledge and Skills

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience

<p>keeping promises, being thankful or being kind</p> <ul style="list-style-type: none"> <li>● use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised</li> <li>● talk about people who are special to them • say what makes their family and friends special to them</li> <li>● identify some of the qualities of a good friend</li> <li>● recall and talk about stories of Jesus as a friend to others</li> <li>● recall a story about a special person in Sikhism and talk about what can be learnt from it •</li> <li>● use new vocabulary as they hold conversations about religious materials</li> <li>● talk about somewhere that is special to themselves, saying why</li> <li>● be aware that some religious people have places which have special meaning for them</li> <li>● talk about the things that are special and valued in a place of worship</li> <li>● identify some significant features of sacred places</li> <li>● recognise a place of worship • know a similarity and a difference between two different places of worship</li> <li>● get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> <li>● give examples of special occasions and suggest features of a good celebration</li> </ul>	<p>with some of the 99 Names of Allah (A1).</p> <ul style="list-style-type: none"> <li>● Retell a story about the life of the Prophet Muhammad (A2).</li> <li>● Recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>● Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> <li>● Talk about how the mezuzah in the home reminds Jewish people about God (A3).</li> <li>● Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li> <li>● Retell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</li> <li>● Ask some questions about believing in God and offer some ideas of their own (C1).</li> <li>● Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> <li>● Retell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>● Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>● Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> </ul>	<ul style="list-style-type: none"> <li>● Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>● Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</li> <li>● Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li> <li>● Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>● Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> <li>● Identify the most important parts of Easter for Christians and say why they are important (B1).</li> <li>● Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li> <li>● Describe the practice of prayer in the religions studied (A2).</li> <li>● Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>● Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> <li>● Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>● Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> </ul>	<ul style="list-style-type: none"> <li>● Outline three or more examples of Jesus' teaching on how his followers should live (A2).</li> <li>● Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> <li>● Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> <li>● Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li> <li>● Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>● Outline Christian, Hindu and / or nonreligious beliefs about life after death (A1).</li> <li>● Explain some similarities and differences between beliefs about life after death (B2).</li> <li>● Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> <li>● Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>● Select and describe the most important functions of a place of worship for the community (B3).</li> <li>● Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> </ul>
---	--	---	--

## Vernon Park Primary School: RE Progression of Knowledge and Skills

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience

<ul style="list-style-type: none"> <li>● recall simple stories connected with Christmas / Easter and a festival from another faith</li> <li>● say why Christmas / Easter and a festival from another faith are special times for believers</li> <li>● hold conversations about special religious times using new vocabulary</li> <li>● talk about the lives of other people using simple ideas about how celebrations are valued</li> <li>● talk about information on the festivals of different religious communities of the UK</li> <li>● re-tell religious stories making connections with personal experiences of belonging</li> <li>● share and record occasions when things have happened in their lives that made them feel special</li> <li>● recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>● recall simply what happens when a baby is welcomed into Islam</li> <li>● hold conversations about special religious signs of belonging, using new vocabulary</li> <li>● talk about the lives of other people using simple ideas about the experiences of belonging and community</li> <li>● talk about information on the ways different religious communities of the UK welcome a new baby</li> <li>● talk about things they find interesting, puzzling or wonderful and also about</li> </ul>	<ul style="list-style-type: none"> <li>● Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>● Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>● Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</li> <li>● Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> <li>● Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>● Retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>● Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>● Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> <li>● Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might</li> </ul>	<ul style="list-style-type: none"> <li>● Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> <li>● Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> <li>● Describe how the way some people celebrate festivals might show something about their beliefs (A2).</li> <li>● Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</li> <li>● Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1).</li> <li>● Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).</li> <li>● Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>● Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>● Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> <li>● Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul>	<ul style="list-style-type: none"> <li>● Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> <li>● Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>● Show understanding of the value of sacred buildings and art (B3).</li> <li>● Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>● Apply ideas about values and from scriptures to the title question (C2).</li> <li>● Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>● Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>● Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>● Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> <li>● Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li> <li>● Describe what it means to be a Humanist (A2)</li> <li>● Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> </ul>
--	--	---	---

## Vernon Park Primary School: RE Progression of Knowledge and Skills

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience

<p>their own experiences and feelings about the world</p> <ul style="list-style-type: none"> <li>● retell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings</li> <li>● express ideas about how to look after animals and plants • explore the natural world, making space for responses of joy, wonder and curiosity</li> <li>● talk about what people do to mess up the world and what they do to look after it</li> <li>● hold conversations using new vocabulary about caring for the world</li> <li>● talk about the lives of other people using simple ideas about care for nature and animals</li> <li>● talk about information on the ways different religious communities care for our world</li> </ul> <p><b>Learning in EYFS</b></p> <ul style="list-style-type: none"> <li>● Develop their sense of responsibility and membership of a community.</li> <li>● Continue to develop positive attitudes about the differences between people.</li> <li>● See themselves as a valuable individual.</li> <li>● Think about the perspectives of others.</li> <li>● Talk about members of their immediate family and community.</li> <li>● Name and describe people who are familiar to them.</li> <li>● Understand that some places are special to members of their community.</li> </ul>	<p>mean and why they matter to believers (A3).</p> <ul style="list-style-type: none"> <li>● Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>● Identify two ways people show they belong to each other when they get married (A1).</li> <li>● Respond to examples of cooperation between different people (C2)</li> <li>● Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> <li>● Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>● Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>● Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</li> <li>● Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul>	<ul style="list-style-type: none"> <li>● Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>● Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</li> <li>● Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>● Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> <li>● Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</li> <li>● Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>● Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>● Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2)</li> <li>● Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> </ul>	<ul style="list-style-type: none"> <li>● Describe some Christian and Humanist values simply (B3).</li> <li>● Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</li> <li>● Make connections between beliefs and behaviour in different religions (A1).</li> <li>● Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>● Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>● Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> <li>● Describe examples of connections between antiracism and religion (A1).</li> <li>● Understand the challenges racism presents to human communities and consider different religious responses (B2).</li> <li>● Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</li> <li>● Make connections between beliefs about the earth and activist behaviour in different religions (A1).</li> <li>● Understand the challenges facing the planet and responses from different religions (B2).</li> <li>● Discuss and describe their own and others' ideas about the kinds of</li> </ul>
---	--	--	--

## Vernon Park Primary School: RE Progression of Knowledge and Skills

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience

<ul style="list-style-type: none"> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>● Show sensitivity to their own and others' needs.</li> <li>● Talk about the lives of the people around them and their roles in society.</li> <li>● Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>● 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.</li> </ul>		<ul style="list-style-type: none"> <li>● Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>● Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>● Discuss their own and others' ideas about how people decide right and wrong (C3).</li> <li>● Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).</li> <li>● Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).</li> <li>● Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).</li> </ul>	<p>collaboration, activism and commitment needed to 'save the Earth' (C3).</p>
---	--	--	--