

Savile Town I & N School- Religious Education Progression Map



EYFS	Key Stage One
<p><u>Range 5 ;Understanding of the World; People and Communities</u></p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p><u>Range 6;Understanding of the World; People and Communities</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p><u>Statutory ELG: Past and Present</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p><u>Statutory ELG: People, Culture and Communities</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p><u>As part of investigating the beliefs and practices of religions and other world views, pupils should be taught to:</u></p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them; • Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come; • Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities. <p><u>As part of investigating how religions and other world views address questions of meaning, purpose and value, pupils should be taught to:</u></p> <ul style="list-style-type: none"> • Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry; • Observe and recount different ways of expressing belief, responding sensitively for themselves. <p><u>As part of investigating how religions and other world views influence morality, identity and diversity, pupils should be taught to:</u></p> <ul style="list-style-type: none"> • Find out about questions of right and wrong and begin to express their ideas and opinions in response; • Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning