

Galleywood Infant School Religious Education Skills Progression



At Galleywood Infant School we follow the New Essex Agreed Syllabus for RE.

We understand RE as a multi- disciplinary subject: In our curriculum RE is rooted in three disciplines. These are theology, philosophy and the human/social sciences, the latter of which is a collection of disciplines. Our progression map shows how skills within each of these disciplines are developed across the Early Years Foundation Stage and Key Stage 1.

The questions teachers might ask (Foundation Stage) and the core questions for enquiry (Key Stage 1) link to the units on our GIS RE Curriculum Map.

In the Early Years Foundation Stage

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human and Social Sciences: Thinking through living
<p>Children learn to</p> <ul style="list-style-type: none"> • Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts. 	<p>Children learn to</p> <ul style="list-style-type: none"> • Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief. 	<p>Children learn to:</p> <ul style="list-style-type: none"> • Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Name some religious symbols and some artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship- St Michael's church • Talk to someone who holds a particular religious belief.
<p>The teachers might ask:</p> <p>Why is the word God so important to Christians? Why do Christians perform nativity plays at Christmas? Why do Christians put a cross in an Easter garden? What does this religious word mean? How do we say this religious word? What is this religious story about? Why might people tell this story?</p>	<p>The teachers might ask:</p> <p>Should Noah trust in God? What puzzles you? Is it real? What is right? What is wrong? What is 'good'? What do we mean by the word 'true'?</p>	<p>The teachers might ask:</p> <p>What makes every single person unique and special? How can we care for our wonderful world? How do people celebrate? What might people use this artefact for? What ceremonies and festivals have you taken part in? What happens in a church? What do these symbols mean?</p>

In Key Stage One

Curriculum skills and progression: **Theology**

Core Questions for enquiry:

What do Jewish people remember on Shabbat?

What does the cross mean to Christians?

Why is light an important symbol for Christians, Jews and Hindus?

What does the nativity story teach Christians about Jesus?

Theology	Year 1	Year 2
Where beliefs come from	Give a clear, simple account of at least one narrative or story used by at least one religion or worldview	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text
How beliefs relate to one another	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.
How beliefs shape the way believers see the world and each another	Talk about how Christians, Jews and Muslims use beliefs to guide their daily lives	Give different examples of how Christians', Muslims', Jews' and Hindus' beliefs influence their daily life.

Curriculum skills and progression: **Philosophy**

Core Questions for enquiry:

What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish)

How did the universe come to be? (Hindu, Christian)

Why do people have different views about the idea of God? Multi/ Humanist

Philosophy	Year 1	Year 2
The nature of knowledge, meaning and existence	Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something.
How and whether things make sense	Give a simple reason using the word 'because' when talking about religion and belief	Give a reason to say why someone might hold a particular belief using the word because
Issues of right and wrong, good and bad	Using religious and belief stories to talk about how beliefs impact on how people behave	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.

Curriculum skills and progression: **Human and Social Sciences**

Core Questions for enquiry:

Why do we give gifts to others? Christian, Muslim

How does a celebration bring a community together? Muslim, Christian

How do Jewish people celebrate Passover? Jewish

How do Christians belong to their faith family? Christian

Human and Social Sciences	Year 1	Year 2
The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others nonreligious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area.
The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.