



## Religious Education (RE) – Progression of Knowledge, Skills and Understanding

Provision at Allowell School starts from 2 years. Early Learning Goals taken from the Statutory Framework for the Early Years Foundation Stage (2021), linked to the seven areas of learning and development have been selected to provide end of phase outcomes for Reception children. These have been selected to fit alongside the Gloucestershire Agreed Syllabus for RE (2017-2022). The Development Matters Guidance (2021) has then been used to show progression, across the age-range, from birth to 3, 3&4-year olds and Reception children.

Area of Learning	Early Learning Goal (ELG)	Children at the <i>expected level of development</i> will:
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate - where appropriate - key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books reads in class and storytelling.</li> </ul>

	People, Culture and Communities	<ul style="list-style-type: none"> <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> <li>• 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.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>
Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul>

	Birth to 3	3&4-year olds	Reception
Communication and Language	<ul style="list-style-type: none"> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand 'why' questions, like "Why do you think the caterpillar got so fat?"</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Be able to express a point of view and to debate when they disagree</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Engage in storytimes.</li> </ul>

		with an adult or a friend, using words as well as actions.	
Literacy	<ul style="list-style-type: none"> <li>• Enjoy sharing a book with an adult.</li> <li>• Pay attention and respond to the pictures or words.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Make comments and share their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in extended conversation about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

			<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>Join in with songs and rhymes, making some sounds.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>	<ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>

The Gloucestershire Agreed Syllabus for RE (2017-2022) embeds knowledge, skills and understanding within its aims and outcomes. The aims taken from the Syllabus have been used to show an end of Primary expectation for all pupils. The aims have then broken down into end of phase outcomes to show progress across Key Stage One (KS1), Lower Key Stage Two (LSK2) and Upper Key Stage Two (UKS2).

The Gloucestershire Agreed Syllabus for RE aims to ensure that all pupils:
<p>1. Make sense of a range of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> <li>Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.</li> <li>Explain how and why these beliefs are understood in different ways, by individuals and within communities.</li> <li>Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.</li> </ul>
<p>2. Understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> <li>Examine and explain how and why people express their beliefs in diverse ways.</li> <li>Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.</li> </ul>

- Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

	KSI	LKS2	UKS2
1. Making sense of beliefs	<ul style="list-style-type: none"> <li>• Identify core beliefs and concepts studied and give simple description of what they mean.</li> <li>• Give examples of how stories show what people believe (e.g. the meaning behind a festival).</li> <li>• Give clear and simple accounts of what stories and other texts mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe core beliefs and concepts studied.</li> <li>• Make clear links between texts/ sources of authority and the core concepts studied.</li> <li>• Offer informed suggestions about what texts/ sources of authority mean and give examples of what these sources mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the core beliefs and concepts studied, using examples from texts/ sources of authority in religions.</li> <li>• Describe examples of ways in which people use texts/ sources of authority to make sense of core beliefs and concepts.</li> <li>• Give meanings for texts/ sources of authority studied, comparing these ideas with some ways in which believers interpret texts/ sources of authority.</li> </ul>

<p>2. Understanding the impact</p>	<ul style="list-style-type: none"> <li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</li> <li>• Give examples of ways in which believers put their beliefs into practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</li> <li>• Describe how people show their beliefs in how they worship and in the way they live.</li> <li>• Identify some differences in how people put their beliefs into practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between what people believe and how they live, individually and in communities.</li> <li>• Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. In different communities, denominations or cultures.</li> </ul>
<p>3. Making connections</p>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether the ideas they have been studying, have something to say about them.</li> <li>• Give a good reason for the views they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</li> <li>• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</li> <li>• Give good reasons for the views they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</li> <li>• Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently.</li> <li>• Consider and weigh up how ideas studied in this unit relate to their own experiences</li> </ul>

			<p><i>an experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i></p>
--	--	--	--