



# Widmer End Community Combined School and Pre-School

## Whole School: RE Progression Map

Aims of Agreed Syllabus	EYFS	KS1	LKS2	UKS2
<b>To understand the nature, role and influence of religion and worldviews locally, nationally, and globally, pupils:</b>	To meet the Early Learning Goals and the requirements of the Buckinghamshire Agreed Syllabus, Reception classes should include specific planned activities (for example on festivals, special places, and faith leaders) for developing children's knowledge and understanding of religious and other beliefs, cultures, and ways of living through circle time and everyday routines as well as through child-initiated opportunities.	Show basic knowledge and understanding of Christianity and at least one other faiths and worldviews, exploring similarities and differences between them.	Consider the nature and interpretation of sources of authority in Christianity, other faiths, and worldviews.  Explore similarities and differences within religions and worldviews.	Understand what it means to be religious, and the influence religions and worldviews have on individuals and communities.  Consider different responses to ultimate questions.
<b>To reflect on questions of meaning, purpose, and value pupils:</b>		Reflect on personal experience and say how it is linked to feelings and opinions  Appreciate the experiences, feelings, and opinions of others.	Think about what influences our beliefs and lifestyle and the way we see things.	Explore different religious and non-religious beliefs about meaning, purpose and value.
<b>To formulate reasoned opinion and argument pupils:</b>		Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.	Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.	Show awareness of the ways beliefs influence attitudes, way of life and behaviour.  Express and justify their own beliefs and opinions and listen sensitively to those of others.  Distinguish between valid and invalid arguments.

Progression through the Learning Process					
Pupil experience	Identify	The Areas of Learning and specific Early Learning Goals (2021) towards which RE can make an explicit contribution are:  <b>Communication and Language</b>  ELG: Listening, Attention and Understanding.  ELG: Speaking  <b>Literacy</b>  ELG: Comprehension.	Pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this	Peoples learn to identify what is most important to them in terms of people places celebrations and beliefs	Pupils identify their own responses to some of the big questions that life can throw at us
	Explore		Pupils learn how to find out about other people’s experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed	Pupils learn to ask thoughtful and searching questions about their own views about what is important to them and why	Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied
	Contextualise		Pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class	Pupils compare and contrast their own views with those of others in the class	Pupils compare and contrast their own response with those of others in the class
	Reflect		Pupils learn to think about their experience and the feelings related and to see how these affect themselves and others	Pupils think about how these different ‘values’ affect their own and other peoples’ lives	Pupils consider why these are different responses to ultimate questions
Religious/ worldview context	Investigate	ELG: Writing  <b>Understanding the world</b>  ELG: Past and Present.	Pupils learn about related experiences and concepts within the religions explored	Pupils learn how to inquire into what do religions and traditions hold to be most important and how these are expressed personally and in the community	Pupils learn how to enquire into the religious and non-religious beliefs, practises and concepts and to explore what they reveal about different responses to ultimate questions
	Contextualise	ELG: People, Culture and Communities.	Pupils learn to see the religious experience in the context of the beliefs and practises of the religion being explored and the feelings that arise from them for believers	Pupils relate religious beliefs to the practises, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions	Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions
	Reflect	Know some similarities and differences	Pupils learn to think about the religious experience and concepts	Pupils learn to consider what is important to religious people through their	Pupils consider how the religious and non-religious beliefs concepts and

		between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	and their significance to the believers and to see how these make a difference to how they live	exploration of religious beliefs concepts and practises and how these compare with their own	lifestyles relate to responses to ultimate questions
	Respond		Pupils learn how to express sensitively and in a variety of ways their own views about the religious experiences and concepts	Pupils explain their responses to the beliefs and practises giving reasons for their views	Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions
	Synthesise	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.	Pupils learn to identify similarities and differences between their own experience and the religious beliefs practises and concepts they have explored	Pupils think about what the beliefs and practises show about what is important to human beings	Pupils relate to the religious beliefs concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these
Universal Human Experience	Reflect		Pupils learn to think about what they can take from their learning about the religions to help them understand their own experience feelings and beliefs	Pupils reflect on what they have learned about what people and communities see as of great importance in life	Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience
	Apply	<p><b>Expressive art and design</b></p> <p>ELG: Creating with Materials</p> <p>ELG: Being Imaginative and Expressive</p> <p>Possible topic areas within RE:</p> <ul style="list-style-type: none"> <li>-Myself</li> <li>-Other people</li> <li>-How I live</li> <li>-How other people live</li> <li>-Important people and faith leaders</li> </ul>	Pupils relate the religious experience, beliefs and concepts they have explored to their own lives and think about how their own ideas have developed	Pupils consider how their views on what is important in life may have developed through their study of these religions and world views	Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.

		<ul style="list-style-type: none"> <li>-Belonging</li> <li>-Important things</li> <li>-Important experiences</li> <li>-Feelings</li> <li>-Expressing our feelings</li> <li>-Celebrations and festivals</li> <li>-Religious stories and what they mean</li> <li>-Exploring artefacts and clothing</li> </ul> <p>In exploring these aspects of religious and non-religious worldviews, pupils will reflect on:</p> <ul style="list-style-type: none"> <li>-Their own sense of who they are and their uniqueness as a person in a family, community, and world.</li> <li>-What they believe, what they think is important and how these influence their day-to-day living.</li> </ul>			
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