

Parwich Primary School RE Progression Grid

RE Intent

At Parwich Primary, RE is taught using the Derbyshire and Derby City Agreed syllabus for RE.

We believe RE plays a central role in a broad and balanced curriculum that will enable students to participate fully in a multi-religious and multi-secular world. RE aims to enable young people to hold informed and balanced conversations about worldviews, religion and beliefs. It provides a safe environment where pupils can explore their own ideas and learn to evaluate the opinions of others in a stimulating, interesting and enjoyable way; this encourages the children to learn, enquire and evaluate the fundamental questions of life. The teaching of R.E is important to promote the children's social, moral and cultural awareness. The values that are embraced at Parwich Primary School will prepare the children with the right skills and attitudes to flourish in the community and be good citizens in a diverse society.

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers; we intend to achieve this. In RE, we have identified the various challenges faced by children with Special Educational Needs and Disabilities and identified ways to enable all pupils to access the wider curriculum. We have put provision in place by considering the support and resources required for each area of SEND within each subject area.

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

3-4 YEARS	Reception Class	ELG
<p><u>Personal, Social and Emotional Development</u> Develop their sense of responsibility and membership of a community.</p> <p><u>Understanding the world</u> Continue to develop positive attitudes about the differences between people.</p>	<p><u>Personal, Social and Emotional Development</u> See themselves as a valuable individual. Think about the perspectives of others.</p> <p><u>Understanding the world</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><u>Personal, Social and Emotional Development</u> Show sensitivity to their own and others' needs.</p> <p><u>Understanding the world</u> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. 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.</p>

Areas of Study		At the End of Key Stage 1	At the End of Key Stage 2
A. Know about and understand a range of religions and worldviews.	A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	<ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; 	<ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
	A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	<ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; 	<ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
	A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	<ul style="list-style-type: none"> Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities; 	<ul style="list-style-type: none"> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
Areas of Study		At the End of Key Stage 1	At the End of Key Stage 2
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	<ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make; 	<ul style="list-style-type: none"> Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
	B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;	<ul style="list-style-type: none"> Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; 	<ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
	B3. Appreciate and appraise varied dimensions of religion;	<ul style="list-style-type: none"> Notice and respond sensitively to some similarities between different religions and world views; 	<ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;

Areas of Study		At the End of Key Stage 1	At the End of Key Stage 2
C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	<ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry; 	<ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
	C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	<ul style="list-style-type: none"> Find out about and respond with ideas to examples of co-operation between people who are different; 	<ul style="list-style-type: none"> Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
	C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	<ul style="list-style-type: none"> Find out about questions of right and wrong and begin to express their ideas and opinions in response. 	<ul style="list-style-type: none"> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.