



Trimley St Mary - Religious Education - Progression of Knowledge and Skills



<p>ELG - EYFS Understanding the World - People and Communities</p>	<p>Milestone 1 - Year 1 & 2 By the end of Year 1 pupils should have a basic grasp of all of this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.</p>	<p>Milestone 2 - Year 3 & 4 By the end of Year 3, pupils should have a basic grasp of all of this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.</p>	<p>Milestone 3 - Year 5 & 6 By the end of Year 5, pupils should have a basic grasp of all of this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.</p>
<ul style="list-style-type: none"> • Know that other children don't always enjoy the same things, and are sensitive to this. • Know about similarities and differences between themselves and others, and among families, communities and traditions. • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know 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>Understand beliefs and teachings Describe some of the teachings of a religion.</p> <ul style="list-style-type: none"> • Describe some of the main festivals or celebrations of a religion. 	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
	<p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	<p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.
	<p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.
	<p>Reflect</p> <ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<p>Reflect</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	<p>Reflect</p> <ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
<p>Understand values</p> <ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<p>Understand values</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. 	<p>Understand values</p> <ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. 	

		<ul style="list-style-type: none">• Discuss and give opinions on stories involving moral dilemmas	<ul style="list-style-type: none">• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).• Express their own values and remain respectful of those with different values.
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