

RELIGIOUS EDUCATION PROGRESSION OF SKILLS



Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.



St. Ethelbert's RCP Progression of Skills in Religious Education

STATEMENT OF INTENT

The children of St. Ethelbert's are welcomed into a safe, secure environment; every pupil is known as an individual and has a strong sense of belonging to our special community. We recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this. Every child is encouraged to aim high and to become the person God wants each of them to be. The school strives to nurture their faith, whatever that faith may be, and to help them to have a strong sense of self-worth and well-being, knowing that they are loved by God. Our pupils have a strong awareness of faith, morality and responsibility due to the school's authentically Catholic ethos.

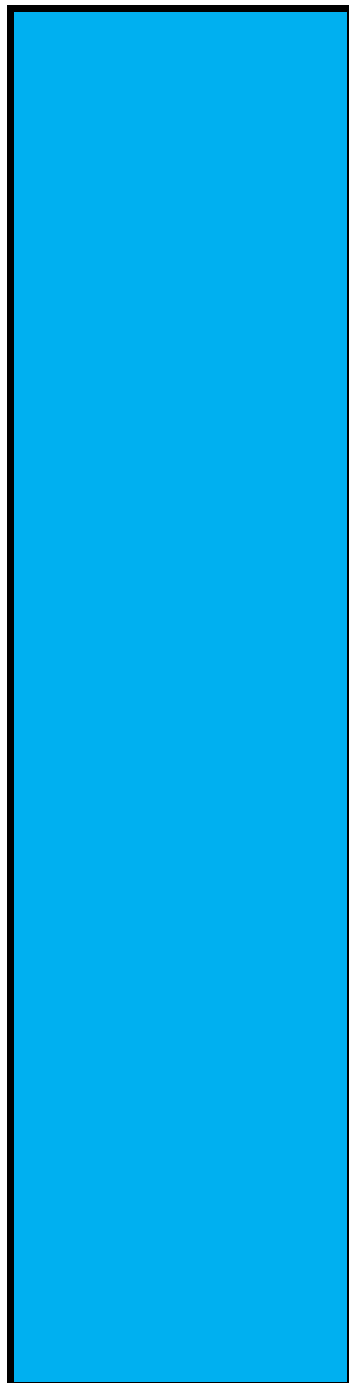
"At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education." (Religious Education in Schools: Bishops' Conference of England & Wales, 2000)

Our aim is to encourage curiosity, a love of learning and a deep understanding of the teachings of Jesus, which our pupils bear witness to through their relationships, behaviour and their care for those in need. Achievement, at all levels, is celebrated and valued. We aim for our children to have a life-long commitment to their faith; we want them to know of God's love and compassion for everyone and to work towards living by His teachings. We believe that this can be achieved through an engaging Religious Education curriculum, which stimulates imagination and deep thinking; a curriculum which promotes an authentic vision of Catholic Social Teaching and which raises awareness of the faith and traditions of other religious communities.

Through our Catholic ethos and Religious Education provision, we aim to actively implement our school's mission statement, establishing a solid foundation of beliefs and values for all our children, so that the Gospel of our Blessed Lord is truly alive within our school.

Attainment Target 1 – Knowledge & Understanding (“learning about”)

| | Milestone 1 – End of EYFS | | Milestone 2 – End of Year 2 | | Milestone 3 – End of Year 4 | | Milestone 4 – End of Year 6 | |
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| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Developing Knowledge & Understanding | <ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments | | <ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that | | <ul style="list-style-type: none"> Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. | | <ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used | |



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| | <ul style="list-style-type: none"> • Listen, talk about and role play how people act in a particular way because of their beliefs • Listen and talk about key figures in the history of the People of God | <p>involved in religious actions and worship, including the celebration of the Sacraments</p> | | |
| <p>Making Links and Connections</p> | <ul style="list-style-type: none"> • Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church tradition • Listen, talk about and role play how people behave in the local, national and universal church community • Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments • Use religious signs and symbols in role play | <ul style="list-style-type: none"> • Describe the life and work of some key figures in the history of the People of God • Recognise key people in the local, national and universal Church • Describe different roles of some people in the local, national and universal Church • Recognise religious signs and symbols used in worship, including the celebration of the Sacraments • Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments | <p>Make links between:</p> <ul style="list-style-type: none"> • beliefs and sources - giving reasons for beliefs • beliefs and worship - giving reasons for actions and symbols • beliefs and life - giving reasons for actions and choices | <p>Show understanding of, by making links between:</p> <ul style="list-style-type: none"> • beliefs and sources • beliefs and worship • beliefs and life |
| <p>Religious & Specialist Vocabulary</p> | <ul style="list-style-type: none"> • Decode key religious words appropriate to their age and stage of development • Use key religious words appropriate to their age and stage of development | <ul style="list-style-type: none"> • Use religious words and phrases | <ul style="list-style-type: none"> • Use a range of religious vocabulary | <ul style="list-style-type: none"> • Use religious vocabulary widely, accurately and appropriately |

Attainment Target 2 – Engagement & Response (“learning from”)

| | Milestone 1 – End of EYFS | | Milestone 2 – End of Year 2 | | Milestone 3 – End of Year 4 | | Milestone 4 – End of Year 6 | |
|------------------------------|--|-----------|--|--------|---|--------|---|--------|
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Meaning & Purpose | <ul style="list-style-type: none"> • Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events • Show sensitivity to others’ needs and feelings • Talk about how they and others show feelings • Confidently speak in a familiar group and talk about their ideas • Express themselves effectively, showing awareness of listeners’ needs • Give their attention to what others say and respond appropriately • Talk about their own and others’ behaviour and its consequences | | <ul style="list-style-type: none"> • Say what they wonder about • Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer • | | <ul style="list-style-type: none"> • Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose | | <ul style="list-style-type: none"> • Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose | |
| Beliefs & Values | <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members • Know that other children don’t always enjoy and share the | | <ul style="list-style-type: none"> • Talk about their own feelings, experiences and the things that matter to them | | <ul style="list-style-type: none"> • Make links to show how feelings and beliefs affect their behaviour and that of others | | <ul style="list-style-type: none"> • Show understanding of how own and other’s decisions are informed by beliefs & moral values | |

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| | same feelings and are sensitive to this. | <ul style="list-style-type: none"> Ask and respond to questions about their own and others' feelings, experiences and things that matter to them | | |
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Attainment Target 3 – Analysis & Evaluation

| | Milestone 1 – End of EYFS | | Milestone 2 – End of Year 2 | | Milestone 3 – End of Year 4 | | Milestone 4 – End of Year 6 | |
|---|---------------------------|-----------|-----------------------------|--------|--|--------|---|--------|
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Use sources as evidence Construct arguments Make judgments Recognise diversity Analyse & deconstruct | | | | | <ul style="list-style-type: none"> Use a given source to support a point of view Express a point of view Express a preference | | <ul style="list-style-type: none"> Use sources to support a point of view Express a point of view and give reasons for it Arrive at judgements Recognise difference, comparing and contrasting different points of view | |