

RE Progression Framework – for further guidance see North Yorkshire Agreed Syllabus 2019-24

Religious traditions are to be studied in depth as follows:

In learning about religions, pupils should learn about:	
4-5s Reception	Encountering Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1	Christians and Muslims or Jewish people
7-11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

The syllabus does not recommend tackling six religions in a key stage. Depth is more important than overstretched breadth. RE should be inclusive of both religions and non-religious world views.

Time for RE – there is a minimum allocation of 5% of curriculum time for RE (this does not include assemblies)	
4-5s	36 hours of RE e.g. 50 minutes a week or some short sessions implemented through continuous provision
5-7s	36 hours of tuition a year
7-11s	45 hours of tuition a year

For further clarification and guidance on the above see page 13 and 14 of the NY agreed syllabus for RE 2019-24

Aims:	Know about and understand (A1, A2, A3)	Express and communicate (B1, B2, B3)	Gain and deploy skills (C1, C2, C3)	Vocabulary (non-stat)
Strands:	Believing	Expressing	Living	
Y R	<p>Talk about stories, people and places which are special to them.</p> <p>Recognise some religious words e.g. about God.</p> <p>Recall and talk about stories of Jesus and about special people in other religions.</p>	<p>Identify some significant features of sacred places.</p> <p>Recall simple stories connected to Christmas/Easter and from another faith.</p> <p>share and record occasions when things have happened in their lives that made them feel special.</p>	<p>Make connections between religious stories and own experiences.</p> <p>Recall in simple terms what happens at a traditional baptism.</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p>	<p>God</p> <p>Bible</p> <p>Diwali</p> <p>Jesus</p> <p>Baptism</p> <p>Prayer</p> <p>Religion</p> <p>Christian</p>
Y1-2	<p>A1: 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.</p> <p>A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising communities from which they come.</p> <p>A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B1: Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>B2: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3: Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>C1: 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.</p> <p>C2: Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3: find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Muslim/Jew</p> <p>Holy Qur'an</p> <p>Belief</p> <p>Symbols</p> <p>Images</p> <p>Sacred</p> <p>Faith</p>

Aims:	Know about and understand (A1, A2, A3)	Express and communicate (B1, B2, B3)	Gain and deploy skills (C1, C2, C3)	Vocabulary (non-stat)
Strands:	Believing	Expressing	Living	
Y3-4	<p>A1: Describe and begin to make simple connections between different features of the world religions and world views they study. Discover more about celebrations, worship, pilgrimages, and the rituals which mark important points in life.</p> <p>A2: Describe and suggest links between stories and other aspects of the communities they are investigating. Present their own responses to a range of questions that arise from studying different communities.</p> <p>A3: Explore and describe a range of beliefs, symbols and actions so that they can compare and contrast ways of life and ways of expressing belief.</p>	<p>B1: Observe varied examples of religions and world views so that they can suggest ideas about their meanings and significance to individuals and communities.</p> <p>B2: Discuss 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.</p> <p>B3: Observe similarities and differences between different religions and world views so that they can give thoughtful responses using different forms of expression.</p>	<p>C1: Discuss and present their own and others' views on questions about belonging, meaning, purpose and truth, presenting their point of view thoughtfully in different forms including (e.g.) debate, music, art and poetry.</p> <p>C2: Discuss ideas about ways in which diverse communities can live together for the well-being of all, considering ideas about community, values and respect.</p> <p>C3: Discuss their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and begin to express their own ideas.</p>	<p>Words related to specific religions</p> <p>Believers Pray/prayer Worship Similarities/differences Symbolism Community</p>
Y5-6	<p>A1: Describe and make connections between different features of the world 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.</p> <p>A2: 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.</p> <p>A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B1: 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.</p> <p>B2: 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.</p> <p>B3: 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.</p>	<p>C1: 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.</p> <p>C2: 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.</p> <p>C3: 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.</p>	<p>Words related to specific religions</p> <p>Worldviews Connections Religious practice Moral code Values Scriptures Atheist Agnostic Theist</p>

NYAS = North Yorkshire Agreed Syllabus

Y3/4 objectives are a stepping stone towards achieving end of KS2 objectives by end of Y6