

Progression of skills – Religious Education

At Baddow Hall Infant School our vision is for every child to make the best possible progress.

Intent: At Baddow Hall Infant School our Religious Education curriculum aims to ensure that children become lifelong learners through developing knowledge and understanding about religions and worldviews and becoming religiously literate. We aim to ensure that children develop curiosity and respect about the world of religion through learning about different faith groups. We develop resilience in children through our curriculum by asking and answering questions and talking about religion through a range of lenses. We enable children to be creative through expressing what is important to them.

EYFS framework (educational programme): Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Non-Statutory Guidance 2010: Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

We use the Saffron Academy Trust RE Curriculum which is based on the Essex Agreed Syllabus 2022



Theology

There are four knowledge strands for theology:

- A. Where beliefs come from
- B. How beliefs change overtime
- C. How beliefs relate to each other
- D. How beliefs shape the way believers see the world



Strand	Early Years	Year 1	Year 2
A. Where beliefs come from	Give a simple recount of a story used by Christians.	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.
B. How beliefs change over time			
C. How beliefs relate to each other	Recognise connections between different Christian beliefs.	Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.
D. How beliefs shape the way believers see the world and each other	Give an example of how Christian festivals and celebration show their belief in God.	Give an example of how Jews use beliefs to guide their daily lives.	Give different examples of how beliefs influence daily life.



Philosophy

There are three knowledge strands for philosophy:

- A. The nature of knowledge, meaning and existence
- B. How and whether things makesense
- C. Issues of right and wrong, good and bad



Strand	Early Years	Year 1	Year 2
A. The nature of knowledge, meaning and existence		Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something.
B. How and whether things makesense		Give a simple reason using the word 'because' when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word 'because'.
C. Issues of right and wrong, good and bad		Using religious and belief stories to talk about how beliefs impact on how people behave.	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.



Human & Social Science

There are three knowledge strands for Human & Social Science:

- A. The diverse nature of religion
- B. Diverse ways in which people practice and express beliefs
- C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa



Strand	Early Years	Year 1	Year 2
A. The diverse nature of religion		Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.
B. Diverse ways in which people practice and express beliefs		Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.	Identify evidence of religion and belief especially in the local area.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa		Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.