

## RELIGIOUS EDUCATION IN EARLY YEARS FOUNDATION STAGE

### Understanding the World

Know a collection of Bible stories

Know key Christian celebrations (Baptism, Weddings, Easter, Christmas)

Act out stories from the Bible, understanding the messages given.

Understand that people have different beliefs and that there are different religions as well as Christianity.

Talk about own experiences linked to celebrations.

Share photos /experiences with others.

Through story, understand and celebrate difference between themselves and others.

### Early Learning Goal:

### Understanding the World

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

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

### Knowing It... Core knowledge and understanding of texts, stories, and key beliefs.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism)</li> <li>Recall a variety of religious stories used for different purposes with support</li> <li>Give a simple account of some of the core beliefs and symbols of the religions and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism)</li> <li>Recall a variety of religious stories used for different purposes independently</li> <li>Give an account of some of the core beliefs and symbols of the religions and nonreligious world views studied</li> </ul>	<ul style="list-style-type: none"> <li>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)</li> <li>Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)</li> <li>Describe the lives of the most important religious figures and their place within the belief system</li> </ul>	<ul style="list-style-type: none"> <li>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)</li> <li>Identify and compare different types of texts within sacred writings (laws, narratives, prayers, poems, story)</li> <li>Describe the lives of the most important religious figures and their place within the belief system</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders</li> <li>Use technical &amp; religious language to identify the different writings within sacred texts</li> <li>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders</li> <li>Explain the connections between sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare the role of sacred texts in establishing belief systems and influencing religious leaders</li> <li>Use technical &amp; religious language to identify the different writings within sacred texts</li> <li>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders</li> <li>Explain the connections between sacred texts</li> </ul>

nonreligious world views studied Retell a selection of key stories, making links to the core beliefs with support	• Retell a selection of key stories, making links to the core beliefs independently	• Suggest meaning for the various kinds of writing found within sacred texts	• Suggest meaning for the various kinds of writing found within sacred texts	and beliefs using theological terms	and beliefs using theological terms
<b>Enquiry Focus: Living It...</b> Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Give simple examples of how the stories and beliefs influence the behaviour of believers.</li> <li>• Identify some elements of practice that arise from these beliefs</li> <li>• Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot)</li> <li>• Give examples of how beliefs are linked to worship and prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Give simple examples of how the stories and beliefs influence the behaviour of believers.</li> <li>• Identify some elements of practice that arise from these beliefs</li> <li>• Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</li> <li>• Give examples of how beliefs are linked to worship and prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key practices of a faith and some of the differences between denominations or sects</li> <li>• Describe how beliefs influence worship and guide lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between the texts studied and the practice of faith in the community and family.</li> <li>• Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear links between the texts and concepts studied and common practice across denominations</li> <li>• Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death</li> <li>• Show how inspiration might play a part in how believers interpret the texts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the actions of believers in their communities, locally and globally that demonstrate commitment</li> <li>• Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death</li> <li>• Show how inspiration might play a part in how believers interpret the texts</li> </ul>
<b>Enquiry Focus: linking It...</b> Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Take part in discussions about their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussions about their own experiences in the light of the religious knowledge gained</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between the teachings of religious figures and current leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key ideas from the faiths studied that believers may find helpful or inspiring in</li> </ul>	<ul style="list-style-type: none"> <li>• Compare, contrast and evaluate the impact that believers' actions have on their communities, locally and globally and</li> </ul>

<ul style="list-style-type: none"> <li>• Express their own opinions in an age appropriate way</li> <li>• Suggest ways that belief affects the way believers live</li> <li>• Make simple comparisons to their own lives</li> <li>• Comment respectfully about the beliefs and practices of others</li> <li>• Talk confidently about their own experiences in the light of the religious knowledge gained</li> <li>• Express their own opinions simply with justification from religious sources</li> <li>• Make simple comparisons to their own and family lives</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own opinions in an age appropriate way</li> <li>• Suggest ways that belief affects the way believers live</li> <li>• Make simple comparisons to their own lives</li> <li>• Comment respectfully about the beliefs and practices of others</li> <li>• Talk confidently about their own experiences in the light of the religious knowledge gained</li> <li>• Express their own opinions simply with justification from religious sources</li> <li>• Talk about ways that belief affects the way believers live</li> <li>• Make simple comparisons to their own and family lives</li> <li>• Ask questions about the beliefs and practices of others showing respect</li> </ul>	<p>of wider society, especially in the local area</p> <ul style="list-style-type: none"> <li>• Make links between the teachings of religious figures and current leaders</li> <li>• Begin to describe the stories and teachings studied might make a difference to the way the pupils think and behave</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</li> </ul>	<p>guiding them to live a good life</p> <ul style="list-style-type: none"> <li>• Show awareness of the way believers actions impact communities, locally and nationally</li> <li>• Compare religious and non-religious responses to the big questions of life (how people live their lives)</li> <li>• Raise questions about the key ideas from the faiths studied that help inspire believers life choices</li> </ul>	<p>comment on how positive this may be</p> <ul style="list-style-type: none"> <li>• Compare and contrast religious and non-religious responses to the big questions of life (how people live their lives)</li> </ul>
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**GREATER DEPTH IN RELIGIOUS EDUCATION**

At St John's pupils who are working at greater depth in RE show the following skills and attributes:

Work confidently and independently during lessons  
Consistently apply their learning to different contexts and across different curriculum areas.  
Compare, contrast and evaluate world religious and non-religious views whilst coherently expressing their personal views and beliefs.  
Make connections between world religious and non-religious views and discuss what these mean to those who follow these views.  
Discuss and reflect upon the bigger questions, making reference to religious and nonreligious world views  
Explain their learning and understanding to others in a way that enables others to learn too.

**Oxford Diocese Board of Education Religious Education suggested age related outcomes:**

The three areas of enquiry cross the phases and range of faiths. The Knowing it section, relating to largely to believing, and the Living it section, relating to belonging and behaving, together comprise the Learning About strand of RE. Linking it relates to the Learning From strand of RE, although these are not entirely distinct elements. To be attaining “expected” achievement, pupils need to achieve the elements of Knowing It and Living it, with some elements of Linking it. Children who need more support to achieve are working below expected standard; those who make wider links achieving above.