



Westbury Infant School

Progression of Knowledge and Skills – RE

Intent	Implementation	Impact
At Westbury Infant School, we believe it is vital for all pupils to learn from and about religion so they can develop a deeper understanding of the world around them. Our aim in Religious Education is to help children acquire and build knowledge and understanding of Christianity and the other major religions represented in Great Britain. We strive to help pupils appreciate how religious beliefs influence people's lives and actions, develop the ability to make thoughtful and informed judgements about religious and moral issues, and support their spiritual, moral, social, and cultural growth. Religious Education is taught across the schools in a way that reflects our shared aims, values, and ethos. RE plays an important role—alongside other curriculum areas, particularly PSHE—in promoting social awareness and understanding. We encourage pupils to ask questions about the world and to think deeply about their own beliefs, values, and experiences. British values are embedded throughout our curriculum to ensure children understand their rights and responsibilities as UK citizens.	We use the Agreed Syllabus for Religious Studies developed by Wiltshire Council as the basis for our curriculum. The following worldviews have been selected for study: Christianity Judaism Islam Sanatana Dharma Non-religious – Humanism and Veganism According to the requirements of the syllabus: • Early Years Foundation Stage: Learning outcomes are linked to Christianity and, where appropriate, to a variety of other worldviews. • Key Stage 1: Pupils study Christianity and explore two other principal religions in greater depth along with a non-religious worldview We make no assumptions about the religious backgrounds, beliefs, or values of our pupils and staff. We value and respect the diverse religious traditions represented within our school community and hope this encourages individuals to share their own experiences openly. All religions and their communities are approached with sensitivity and respect, and we appreciate the connections that exist and can be developed between home, school, and faith communities. We are fortunate that members of our local church, All Saints Church, visit regularly to lead school assemblies, and we also have opportunities to visit the church ourselves. We recognise that every religion we study can enrich the learning of all pupils. Our approach to Religious Education promotes open enquiry and encourages first hand experiences for both staff and children wherever possible.	Children at Westbury Infant School develop the confidence to actively participate in Re lessons. They are knowledgeable about Christianity, Judaism and Islam and are able to confidently speak about their knowledge and experiences in relation to these. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. The children are able to demonstrate understanding, empathy, tolerance and respect through different religions and the British Values, within the United Kingdom.

Progression of Knowledge and Skills	<u>EYFS</u> In reception, I am an early citizen who likes to chat about my friends and family and explore different beliefs and faiths. I am proud to belong to my family and school. I am able to: • join in with family customs and routines • show an awareness of own culture and others cultures • show a developing respect for myself, others and property • show a sense of belonging in my own community • talk about my own experiences	<u>Key Stage 1</u> In KS1, I am a citizen who has developed a sense of self and belonging. I respect myself and others and I am proud to talk to others about the people, things and places that are important to me. I am curious about others and understand that their culture and beliefs might be different to mine and that is ok. I am able to: • introduce myself and tell you about my place in my family, school, and the local community • talk about my own experiences of giving, celebrating, belonging or being cared for • make simple connections to my own experiences • recognise that different people believe different things • recognise that different beliefs celebrate in different ways and may attend different places of worship and have different objects that are special to them • understand that celebrations are important to people and different religions have different traditions and customs • explore questions and respond with my own ideas and feelings • show respect to others
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Assessment and Monitoring

What you will see in our classrooms:

- * Floor books to show consistency of teaching.
- * Teachers moving around the room, asking questions, assessing, providing support etc.
- * Sticky Sticks to be used consistently when Religious Studies is taught.
- * Teacher led interviews to assess what children have been learning.

People, Communities & Belonging

Children learn that people belong to families and communities and may have different beliefs, traditions, celebrations and places that are special to them.

Strand	Typical Starting Points	DP1	DP2	DP3	Statutory ELG
PCC KNOWLEDGE	• Talk about people who are familiar and important to them. • Talk about familiar places they visit. • Recognise familiar places in photographs or pictures. • Talk about things they do with familiar people. • Recognise that they belong to familiar groups, such as their family or nursery.	• I know people belong to different families and communities. • I know people may have different beliefs and celebrate special times in different ways.	• I know people in different communities may have different beliefs, traditions and ways of celebrating. • I know some places are special to people because of their beliefs or experiences. • I know people in other countries may live in ways that are similar to and different from my life.	• I know different religious and cultural communities have beliefs, traditions and places that are important to them. • I know life in another country can have similarities to and differences from life in this country.	People, Culture and Communities • 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.
PCC SKILLS	• Talk about celebrations, routines or experiences they have taken part in.	• I can talk about a familiar place and describe some things I notice there. • I can talk about people and communities that are familiar to me.	• I can ask questions and use stories, photographs, non-fiction texts or visitors to find out about people, communities and places. • I can talk about a place that is special to me or to other people.	• I can talk about similarities and differences between religious or cultural communities I have encountered.	
ESSENTIAL VOCABULARY	place – somewhere we can be or go home – the place where someone lives special – important to someone	community – people who belong to a group or place belong – to be part of something	celebration – a special time or event people may share similar / different – what is the same and what is not the same		

Key Stage 1 – Knowledge – Cycle 1

Units of work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Religion: Non- religious Theme: Humanism Key Question: What do Humanists believe? Sicky Knowledge: - I know something a Humanist might choose to live by and how they might treat other people - I know 3 things Humanists believe and how this might affect their actions - I know about a Humanist symbol and explain what it means - I know some things that Humanists might believe	Religion: Christianity Theme: Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Sicky Knowledge: - I know why the gifts given to Jesus might have been meaningful in Bethlehem. - I know the Christmas story	Religion: Christianity Theme: Creation Key Question: What do Christians believe about God? Sicky Knowledge: - I know the Christian Creation story - I know how Christians think God wants them to behave (towards the world) - I know some Christian beliefs about God and can talk about them	Religion: Sanatana Dharma Theme: Symbols in Sanatana Dharma and how they are used. Key Question: Why do Sanatanis use symbols? Sicky Knowledge: - I know the Om (or Aum) symbol and can say how it is used - I know the Sanatana Dharma story of creation and identify the place of the Aum in the story - I know why a lotus flower might be an important symbol for Sanatanis - I know some Sanatani symbols and explain what they might mean	Religion: Judaism Theme: The special relationship Jews have with God. Key Question: Who is God to Jews? Sicky Knowledge: - I know how some important Jewish beliefs began - I know the story of how Judaism began and say that Jews believe in one God - I know some of the Ten Commandments and they explain the rules that Jews believe God wants us to live by	Religion: Judaism Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Sicky Knowledge: - I know the creation story and how it relates to the Sabbath - I know how Shabbat is celebrated - I know hy a Jewish family might go to a synagogue to celebrate Shabbat - I know what happens on Shabbat
	Vocabulary: Humanism – Humanists believe we have this one life to be happy and to help others be happy, too. Without relying on religion Curiosity – wanting to know or learn something Solution – finding an answer to a problem/way to fix something	Vocabulary: Incarnate/incarnation – represent in human form Magi – 3 Wise Men/Kings Anoint – smear with oil	Vocabulary: Sacred – connected with God Protective – look after/take care of someone or something Agape – mouth wide open in surprise	Vocabulary: Om – Special sound – It is considered a magical sound from which all other sounds and everything in the world was created Deity – another word for God or Goddess Preserver – someone or something that keeps something safe	Vocabulary: 10 commandments – 10 good rules from God that show how to love Him and others Torah – most sacred book in Judaism Covenant – It is a promise that is not meant to be broken	Vocabulary: Priority – most important: needs to be done first Sacrifice – giving up something that you really want to make someone else happy Routine – repeated sequence of activities

Key Stage 1 – Knowledge – Cycle 2

Units of work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Religion: Christianity Theme: Jesus's example as the son of God Key Question: Is it possible to be kind to everyone all of the time? Sicky Knowledge: – I know parts of a story where Jesus spoke about kindness – I know about a time in the Bible when Jesus showed kindness to somebody that was unpopular – I know a time in the Bible when Jesus showed kindness to somebody who had let him down	Religion: Sanatana Dharma Theme: Diwali Key Question: What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? Sicky Knowledge: – I know the story of Rama and Sita – I know how the story of Rama and Sita helps Sanatanis understand right and wrong – I know how the story of Rama and Sita informs some elements of Sanatana Dharma practice – I know some of the ways a Sanatani might celebrate Diwali	Religion: Non- religious Theme: Veganism Key Question: What do vegans believe? Sicky Knowledge: – I know something about the main reason why a person might choose to be vegan – I know 3 things vegans believe – I know what actions vegans might take in choosing what to eat – I know some things that vegans might believe	Religion: Christianity Theme: Easter Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Sicky Knowledge: – I know why Jesus might have been special to the people around him – I know some of the Easter story – I know some symbols in the story	Religion: Islam Theme: The 99 names of Allah Key Question: Who is God to Muslims? Sicky Knowledge: – I know some attributes that Muslims might believe that Allah has – I know the meaning of some of the 99 names of Allah – I know ways a Muslim might show respect to Allah in their lives – I know some of the attributes (names) of Allah and what these might mean	Religion: Islam Theme: The prophet Muhammed Key Question: How important is the prophet Muhammad to Muslims? Sicky Knowledge: I know who is special or important and why. I know why Muhammad was chosen to be a prophet I know why events in the life of Muhammad were important to Islam I know how some of the sayings of Muhammad might help Muslims behave today
	Vocabulary: Samaritan – a helpful person Gospel – the teaching of Christ Parable – a simple story used to illustrate a moral or spiritual lesson	Vocabulary: Excluded – deliberately left out Gratitude – being thankful for things Belonging – feeling safe, loved and welcomed	Vocabulary: Veganism – choosing not to eat or use anything that comes from an animal Compassion – noticing when someone is sad and wanting to help them Cruelty – being mean and unkind to hurt someone's feeling or body on purpose	Vocabulary: Saviour – someone to comes to the rescue when something goes wrong Admire/admiration – to think someone or something is amazing Tomb – somewhere to hold a dead body	Vocabulary: Submission – giving in and agreeing to someone else's rules Appreciation – recognising good things and saying thank you Pilgrimage – special, long journey to a Holy/important place	Vocabulary: Prophet – special messenger sent to share special messages from God Allah – Arabic word for God Devoted – loving someone or something very, very much and showing it all the time

Key Stage 1 – Skills

	Year 1	Year 2
Personal Identity and Belonging	Talk about themselves, their family and the groups and communities they belong to.	Explain how belonging, identity and community are important to different people and faith groups.
Knowledge of Religions and Worldviews	Recognise key beliefs, stories, symbols and celebrations from different religions and worldviews.	Describe and explain beliefs, practices, symbols and traditions from different religions and worldviews.
Religious Stories and Teachings	Retell simple religious stories and identify key messages.	Explain how religious stories influence beliefs and behaviour.
Symbols and Artefacts	Identify important religious symbols, objects and places of worship.	Explain why symbols, artefacts and places are important to believers.
Celebrations and Practices	Describe how different groups celebrate important events and festivals.	Compare celebrations and explain why traditions are important to communities.
Beliefs and Values	Recognise that people believe different things and respect those differences.	Explain how beliefs influence actions, choices and ways of living.
Enquiry and Reflection	Ask questions and share their own ideas and experiences.	Explore questions, explain their opinions and make connections with their own experiences.
Respect and Understanding	Show respect for different beliefs, cultures and traditions.	Demonstrate empathy, respect and understanding when discussing different beliefs and viewpoints.