



## Religious Education Curriculum Progression of Skills and Knowledge



At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, our religious education has been developed based on the [Statutory Framework for the Early Years Foundation Stage](#) where the foundation of religious knowledge and skills are evident in 'Understanding the World' and the [Living Difference IV Agreed Syllabus for Hampshire](#).

*“Living Difference IV seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one’s life, individually and collectively. It recognises and acknowledges that the question as to what it means to lead one’s life with such an orientation can be answered in a number of qualitatively different ways. This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.” Living Difference IV Purpose Statement*

Aims of our RE curriculum are to give children opportunities to develop their own knowledge and understanding of world religions, allowing them to develop their personal beliefs which influence their everyday actions and choices. It also allows them to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

Through our RE curriculum, children are provided with opportunities to promote their spiritual, moral, social and cultural (SMSC) development. It also promotes British Values, particularly the mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith, giving children an understanding of the wider community and an understanding as to why people have different views and values which should be respected by all.

### Living Difference IV Agreed Syllabus – Years R, 1 and 2

- Living Difference IV seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one’s life, individually and collectively.
- It recognises and acknowledges that the question as to what it means to lead one’s life with such an orientation can be answered in a number of qualitatively different ways. These include the idea that to live a religious life means to subscribe to certain propositional beliefs (religion as truth); the idea that to live a religious life means to adhere to certain practices (religion as practice); and the idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence).
- In Reception, Years 1 and 2, children will engage with aspects of what it means to live life in the Christian traditions, along with a depth study of aspects of what it means to live in the Jewish traditions.
- Living Difference IV uses three broad, and at times overlapping, groups of concepts/words which assist with the making and organising of the spiral curriculum. Golden thread concept words flow through the curriculum across the key stage.
- Teaching follows a cycle of enquiry: communicate, apply, inquire, contextualise, evaluate. This offers a secure process by which children and young people can be introduced to what a religious way of looking at, and existing in the world, as well as what other ways, may offer in leading one’s life individually and collectively.
- Living Difference IV encourages teachers to consider building in opportunities for up to 20% of curriculum time to be given to children and young people to direct their own enquiry and investigations. This is called Pondering Time.

SKILLS	Progression of Skills		
	Reception	Year 1	Year 2
<b>Communicate</b>	<ul style="list-style-type: none"> <li>Talk about their experiences of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express creatively their responses to their own experiences of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Express creatively their responses to their own experiences of the concepts explored.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>Recognise special times and events in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise how their responses relate to events in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how their responses relate to events in their own lives.</li> </ul>
<b>Inquire</b>	<ul style="list-style-type: none"> <li>Begin to talk about similarities and differences in relation to themselves and others within the key concept (A concepts).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what has been taught and how the concepts explored are common to most people (A concepts - see below).</li> </ul>	<ul style="list-style-type: none"> <li>Describe simply what has been taught and how the concepts are common to most people (Mostly A concepts and some B concepts).</li> </ul>
<b>Contextualise</b>	<ul style="list-style-type: none"> <li>Begin to recognise that the concept is expressed in the way of life of the traditions studied.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what has been taught in the concept and how they are used in the traditions studied.</li> </ul>	<ul style="list-style-type: none"> <li>Describe simply what has been taught in the concept and how it is used in the tradition studied.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>Begin to evaluate human experience of the concept by talking about it in simple terms.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise in simple terms something of value of the concept in the lives in those living in the tradition studied as well as for their own lives and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Discern In simple terms something of value of the concept in the lives in those living in the tradition studied as well as for their own lives and communities.</li> </ul>
<b>Concept A</b>	<b>Belonging</b> , celebration, care, <b>community</b> , creation, devotion, equality, freedom, gift, good and evil, hope, identity, interpretation, journey's end, justice, light, <b>love</b> , message, new life, peace, poverty, remembering, <b>special</b> , storytelling, thanking, welcoming, wisdom.		
<b>Concept A</b>	Celebration, <b>special</b> , new life	Thanking, journey's end, <b>love</b> , <b>belonging</b>	Light, remembering, authority, <b>community</b> , <b>special</b>
<b>Concept B</b>	Angels, ceremony, creation, discipleship, faith, God, initiation, holy, pilgrimage, prayer, prophet/prophethood, myths, rites of passage, ritual, sacred, salvation, samsara, stewardship, symbol, worship.		
<b>Concept B</b>			God

KNOWLEDGE	Progression of Knowledge		
	Reception	Year 1	Year 2
<b>Religious Knowledge</b>	<p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>Celebrations of Harvest and Christmas</li> <li>New life in the context of Easter</li> <li>Special clothes and special places</li> <li>The specialness of Jesus</li> </ul> <p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>Special clothes and special places</li> </ul>	<p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>Harvest in the context of thanking</li> <li>Christmas in the context of the end of journeys</li> <li>People Jesus met in the context of change</li> <li>Palm Sunday in the context of welcoming</li> <li>Baptism in the context of belonging</li> </ul> <p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>Sukkot in the context of thanking</li> <li>The Torah in the context of rules and values in a community</li> <li>Shabbat in the context of belonging</li> </ul>	<p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>Harvest in the context of bread as a symbol</li> <li>Advent in the context of light as a symbol</li> <li>Jesus' life on earth in the context of authority</li> <li>The Lord's Prayer in the context of ideas about God</li> </ul> <p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>Hanukkah in the context of light as a symbol</li> <li>Jewish Passover in the context of remembering</li> <li>The Shema in the context of ideas about God</li> </ul>