



# FOREST PREPARATORY SCHOOL

Early Years Foundation stage Early Learning Goals Links	Key stage 1	Lower Key stage 2	Upper Key stage 2
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Express ideas and feelings</li> <li>- Use new vocabulary in different contexts</li> <li>- Listen and respond to stories from religious traditions</li> </ul> <p><b>Personal, Social and Emotional Development (PSED)</b></p> <ul style="list-style-type: none"> <li>- Show sensitivity to others' needs and feelings</li> <li>- Understand rules and consequences</li> <li>- Develop respect for others and celebrate differences</li> </ul> <p><b>Understanding the World (People, Culture and Communities)</b></p> <ul style="list-style-type: none"> <li>- Talk about lives of people around them</li> <li>- Know some similarities/differences between different religious and cultural communities</li> <li>- Talk about special times, events, traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a broad understanding of different religions and worldviews.</li> <li>• Foster respect and appreciation for diversity within society.</li> <li>• Equip pupils with the skills to analyze and evaluate religious and philosophical ideas.</li> <li>• Contribute to pupils' personal and social development</li> </ul> <p>Religious education contributes dynamically to children's and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.</p> <ul style="list-style-type: none"> <li>• In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.</li> <li>• Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.</li> <li>• Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.</li> <li>• It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.</li> <li>• Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.</li> <li>• Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.</li> <li>• Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.</li> </ul>		

## Progression of RE Skills

Here at Forest, we follow the Trafford Agreed Syllabus for Religious Education.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing	<p>Understand family customs and traditions.</p> <p>Know what makes a person special.</p> <p>Know about some celebrations. Know what makes a place special.</p>	<p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <ul style="list-style-type: none"> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <ul style="list-style-type: none"> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li> <li>• Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul> <p>Recognise that sacred texts contain stories which are special to many people and should be treated</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <ul style="list-style-type: none"> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>• Suggest why having a faith or belief in something can be hard (B2).</li> <li>• Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> </ul> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <ul style="list-style-type: none"> <li>• Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>• Describe some ways Christians say</li> </ul>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <ul style="list-style-type: none"> <li>• Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> <li>• Identify the most important parts of Easter for Christians and say why they are important (B1).</li> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li> </ul>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <ul style="list-style-type: none"> <li>• Outline Christian, Hindu and/or non-religious beliefs about life after death (A1).</li> <li>• Explain some similarities and differences between beliefs about life after death (B2).</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> </ul>

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			<p>with respect (B3).</p> <ul style="list-style-type: none"> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>• Talk about issues of good and bad,</li> </ul>	<p>what God is like, with examples from the Bible, using different forms of expression (A1).</p> <ul style="list-style-type: none"> <li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li> </ul>			
Expressing	<p>Knowing different things makes people unique.</p> <p>Know and understand that not all festivals are celebrated by everyone.</p> <p>Talk about the past and present.</p>	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <ul style="list-style-type: none"> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</li> <li>• Ask good questions during a school visit about what</li> </ul>	<p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <ul style="list-style-type: none"> <li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing,</li> </ul>	<p>Describe the practice of prayer in the religions studied (A2).</p> <ul style="list-style-type: none"> <li>• Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>• Describe ways in which prayer can comfort and challenge believers (B2).</li> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> </ul> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals</p>	<p>Describe how the way some people celebrate festivals might show something about their beliefs (A2).</p> <ul style="list-style-type: none"> <li>• Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</li> <li>• Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1).</li> <li>• Raise important questions and suggest answers about how the celebrations studied might make a</li> </ul>	<p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <ul style="list-style-type: none"> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ul>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <ul style="list-style-type: none"> <li>• Show understanding of the value of sacred buildings and art (B3).</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>• Apply ideas about values from scriptures to the title question (C2).</li> </ul> <p>Describe examples of connections between anti-racism and religion (A1).</p> <ul style="list-style-type: none"> <li>• Understand the challenges racism</li> </ul>

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		happens in a church, synagogue or mosque (B1).	remember or think about at the religious celebrations studied, and say why they matter to believers (C1).	(A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious	difference to how pupils think and live (C1).  Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).		presents to human communities and consider different religious responses (B2). • Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).
Living	Children have a sense of their immediate family.  Say what makes their family and friends special to them.	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these	Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a	Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).	Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties	Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how	Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect

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	<p>Children understand similarities and differences between them.</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p>	<p>might mean and why they matter to believers (A3).</p> <ul style="list-style-type: none"> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2).</li> </ul>	<p>response to God by caring for others and the world (B1).</p> <ul style="list-style-type: none"> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</li> <li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>	<p>in life (A1).</p> <ul style="list-style-type: none"> <li>• Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <ul style="list-style-type: none"> <li>• Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>• Discuss their own and others' ideas</li> </ul>	<p>to live (B3).</p> <ul style="list-style-type: none"> <li>• Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> <li>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li> </ul> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <ul style="list-style-type: none"> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> </ul> <p>humans being made in the image of God and being 'fallen', giving examples (A2).</p> <ul style="list-style-type: none"> <li>• Describe some Christian and Humanist values simply (B3).</li> <li>• Express their own</li> </ul>	<p>on the significance of the Holy Qur'an to Muslims (B1).</p> <ul style="list-style-type: none"> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> </ul>
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					<p>about how people decide about right and wrong (C3).</p>	<p>ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p> <ul style="list-style-type: none"><li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li></ul> <p>Make connections between beliefs about the earth and activist behaviour in different religions (A1).</p> <ul style="list-style-type: none"><li>• Understand the challenges facing the planet and responses from different religions (B2).</li><li>• Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).</li></ul>	
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