



**RE**

**Level Expected at the End of EYFS**

We have selected the Early Learning Goals that link most closely to the Locally agreed syllabus for Religion and worldviews.

**Understanding the World (People and Communities):**

Children 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. They can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.

**Understanding the World (The World):**

Children can talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

**Key Stage 1 Locally agreed syllabus Expectations**

Pupils should be taught to:

- Retell and suggest meanings for some religious and moral stories and say how they influence people today
- Recall different beliefs and practices, naming key words, key figures and core beliefs
- Tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group
- Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences
- Consider and make responses to big questions from different worldviews
- Express ideas and opinions about moral questions of right and wrong
- Share ideas and examples of co- operation between people who are different
- Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them

**Key Stage 2 Locally agreed syllabus Expectations**

Pupils should be taught to:

- Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today
- Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
- Demonstrate understanding of how people express their identity and their spirituality through symbols and actions
- Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable
- Offer some answers to challenging questions from different religious and non-religious perspectives
- Articulate the responses of different religious and non- religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect
- Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals



Year	Outcomes	Theology	Philosophy	Social Sciences
1	<p>Pupils tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group. Pupils describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. <b>Belonging (1.1)</b></p> <p>Pupils talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences. <b>Worship (1.2)</b></p> <p>Pupils retell and suggest meanings from some religious and moral stories and say how they influence people today. Pupils consider and make responses to big questions from different worldviews. <b>What a wonderful world (1.3)</b></p>	<p>Pupils recognise and name the holy books of different faiths. Pupils can retell a story from two different faiths and say what they mean for the believer. <b>Worship (1.2)</b></p>	<p>Pupils can recall some creation stories from different traditions. Pupils can identify similarities and differences between creation stories. They can talk about the meaning of two different creation stories.</p> <p>Pupils can say why the world is a special place for faith members. They can talk about ways that everyone can play their part in caring for the world. <b>What a wonderful world (1.3)</b></p>	<p>Pupils can say why religious people celebrate an important life event. Pupils think about what matters most in a religious ceremony, including symbols and artefacts. They can say why people of faith make promises.</p> <p>Pupils reflect on what is special to themselves and others. Pupils identify connections to religion and belief in the community. They can identify precious things for people of faith.</p> <p>Pupils explain how a person shows religion in their life. Pupils can talk about the lives of children from two different faith communities. <b>Belonging (1.1)</b></p> <p>Pupils describe different ways people may worship. Pupils recognise aspects of worship common to more than one faith. They reflect on the importance of worship in the life of a believer. Pupils can name the parts of two places of worship for different faiths. Pupils describe how the building and its artefacts are used in different ways. <b>Worship (1.2)</b></p>

**Boothferry Primary School progression map**



Year	Outcomes	Theology	Philosophy	Social Sciences
2	<p>Pupils express ideas and opinions about moral questions of right and wrong. Pupils share ideas and examples of co-operation between people who are different. <b>Lead us not into temptation (2.1)</b></p> <p>Pupils recall different beliefs and practices, naming key words, key figures and core beliefs. <b>Believing (2.2)</b></p> <p>Pupils consider and make responses to big questions from different worldviews. <b>Questions, questions???</b> (2.3) <i>build on from 1.3</i></p>	<p>Pupils retell faith stories about the value of each individual. Pupils talk sensitively about people of different faiths. <b>Lead us not into temptation (2.1)</b></p> <p>Pupils can name some beliefs of two different faiths. Pupils recognise beliefs that are the same for different faiths. Pupils can describe how religious people may express their beliefs in action. Pupils consider a prayer or text that expresses belief. <b>Believing (2.2)</b></p> <p>Pupils identify names of god in different faiths. Pupils express what believers say god is like. <b>Questions, questions???</b> (2.3)</p>	<p>Pupils can talk about how people make choices. Pupils talk to faith members about how they make moral choices. <b>Lead us not into temptation (2.1)</b></p> <p>Pupils understand that some questions have no simple answers. They can ask and talk about big questions and suggest some answers. Pupils know that religions may offer different answers to the same question. <b>Questions, questions???</b> (2.3)</p>	<p>Pupils make links between religious rules and values for living. <b>Lead us not into temptation (2.1)</b></p>



Year	Outcomes	Theology	Philosophy	Social Sciences
3	<p>Pupils describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today. <b>Remembering (3.1)</b></p> <p>Pupils express understanding of their key concepts underpinning different faiths, linking sources of authority to belief. <b>Founders of faith (3.2)</b></p> <p>Pupils make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. <b>Remembering (3.1)</b> <b>Sacred places (3.3)</b></p>	<p>Pupils identify the stories celebrated at festivals from different faiths. Pupils can explain the meaning behind the celebration of festivals and rituals from different faiths. <b>Remembering (3.1)</b></p> <p>Pupils identify key events in the lives of faith founders and their impact on those around them. Pupils explain the relevance of different faith founders for their followers today. <b>Founders of faith (3.2)</b></p> <p>Pupils explain the significance of key teachings of faith founders for faith members. Pupils describe the teachings of key religious figures, identifying some similarities and differences. Pupils reflect on the teachings of key religious figures and how these teachings impact on society. <b>Founders of faith (3.2)</b></p> <p>Pupils show understanding of what is sacred for believers in religious places. Pupils describe the uses of sacred places, symbols and artefacts by believers and the community. Pupils explain how activities at local places of worship create a sense of community. <b>Sacred places (3.3)</b></p>		<p>Pupils compare the experience of participating in a religious festival or celebration around the world. Pupils reflect and share how religious celebrations and rituals have an impact on the community. <b>Remembering (3.1)</b></p> <p>Pupils suggest how the milestones of life give a sense of identity and belonging for faith members. <b>Sacred places (3.3)</b></p> <p>Pupils identify symbols and artefacts which are important for at least two different faiths. Pupils explain how artefacts and symbols express the beliefs of faith members. Pupils recognise different forms of religious and spiritual expression. <b>Sacred places (3.3)</b></p>



Year	Outcomes	Theology	Philosophy	Social Sciences
4	<p>Pupils express understanding of their key concepts underpinning different faiths, linking sources of authority to belief. <i>Our world (4.3) build on from 3.2</i></p> <p>Pupils demonstrate understanding of how people express their identity and their spirituality through symbols and actions. <i>People who inspire us (4.2)</i></p> <p>Pupils offer some answers to challenging questions from different religious and non- religious perspectives. <i>Our world (4.3)</i></p> <p>Pupils articulate the responses of different religious and non- religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. <i>People who inspire us (4.2)</i></p> <p>Pupils consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <i>Communities (4.1)</i></p>	<p>Pupils explain how people of different faiths describe what god is like. Pupils identify what different sacred writings say about the attributes of god. <i>Our world (4.3)</i></p>	<p>Pupils identify what makes some questions ultimate. Pupils offer answers to an ultimate question from different faith perspectives. Pupils can compare different beliefs about how the universe began, making reference to sacred texts. Pupils compare religious teachings to see how faith members should care for the Earth. Pupils show understanding of stewardship and suggest actions everyone can take. <i>Our world (4.3)</i></p>	<p>Pupils give examples of beliefs and values from different faiths. Pupils describe the impact of religious beliefs, values and rules on the life of a believer. <i>Communities (4.1)</i></p> <p>Pupils explain the values that motivate people of faith to respond to a cause. Pupils give reasons why people may choose to make sacrifices to improve the lives of others.</p> <p>Pupils explain why significant people of faith acted according to their commitments. Pupils explain how people are inspired by actions of significant people of faith. <i>People who inspire us (4.2)</i></p>



<p>5</p>	<p>Pupils describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today. <i>Faith in action (5.2) build on from 3.1</i></p> <p>Pupils express understanding of their key concepts underpinning different faiths, linking sources of authority to belief. <i>Faith in action (5.2) build on from 3.2 and 4.3</i></p> <p>Pupils demonstrate understanding of how people express their identity and their spirituality through symbols and actions. <i>Expressions (5.1) build on from 4.2</i></p> <p>Pupils show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. <i>Pilgrimages (5.3)</i></p> <p>Pupils make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. <i>Pilgrimages (5.3) build on from 3.1 and 3.3</i></p>	<p>Pupils identify key events in the lives of faith founders and their impact on those around them. Pupils explain the relevance of different faith founders for their followers today. <i>Faith in action (5.2) build on from 3.2</i></p> <p>Pupils explain the significance of key teachings of faith founders for faith members. Pupils describe the teachings of key religious figures, identifying some similarities and differences. Pupils reflect on the teachings of key religious figures and how these teachings impact on society. <i>Faith in action (5.2) build on from 3.2</i></p> <p>Pupils show understanding of what is sacred for believers in religious places. Pupils describe the uses of sacred places, symbols and artefacts by believers and the community. Pupils explain how activities at local places of worship create a sense of community. <i>Pilgrimages (5.3) build on from 3.3</i></p> <p>Pupils compare key places of pilgrimage and identify why a faith member might go there. Pupils describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. Pupils suggest ideas about the meaning of pilgrimage to a believer and the impact of their life. <i>Pilgrimages (5.3)</i></p>		<p>Pupils compare the experience of participating in a religious festival or celebration around the world. Pupils reflect and share how religious celebrations and rituals have an impact on the community. <i>Pilgrimages (5.3) build on from 3.1</i></p> <p>Pupils identify symbols and artefacts which are important for at least two different faiths. Pupils explain how artefacts and symbols express the beliefs of faith members. Pupils recognise different forms of religious and spiritual expression. <i>Expressions (5.1) build on from 3.3</i></p> <p>Pupils describe some different ways people communicate with their god. Pupils consider the meaning of different forms of religious worship and how they are expressions of belief. <i>Expressions (5.1)</i></p>
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Year	Outcomes	Theology	Philosophy	Social Sciences
6	<p>Pupils express understanding of their key concepts underpinning different faiths, linking sources of authority to belief. <i>Justice and Freedom (6.1) build on from 3.2, 4.3 and 5.2</i></p> <p>Pupils demonstrate understanding of how people express their identity and their spirituality through symbols and actions. <i>Living a Faith (6.2) build on from 4.2 and 5.1</i></p> <p>Pupils offer some answers to challenging questions from different religious and non- religious perspectives. <i>Hopes and Visions (6.3) build on from 4.3</i></p> <p>Pupils articulate the responses of different religious and non- religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. <i>Justice and Freedom (6.1) build on from 4.2</i></p> <p>Pupils make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. <i>Living a Faith (6.2) build on from 3.1, 3.3 and 5.3</i></p>	<p>Pupils explain how people of different faiths describe what god is like. Pupils identify what different sacred writings say about the attributes of god. <i>Hopes and Visions (6.3) build on from 4.3</i></p> <p>Pupils identify the impact of a religious teaching such as forgiveness and reconciliation. Pupils describe the ways in which people of faith have demonstrated forgiveness and reconciliation. Pupils identify the impact that reconciliation has on community harmony. <i>Justice and Freedom (6.1)</i></p>	<p>Pupils identify what makes some questions ultimate. Pupils offer answers to an ultimate question from different faith perspectives. <i>Hopes and Visions (6.3) build on from 4.3</i></p> <p>Pupils explain what freedom means to people of faith. Pupils show understanding of the beliefs and feelings of faith members who have experienced injustice. Pupils can explain their hopes and dreams for a just world. Pupils consider the responses of different religions to ethical questions. <i>Justice and Freedom (6.1)</i></p>	<p>Pupils compare the experience of participating in a religious festival or celebration around the world. Pupils reflect and share how religious celebrations and rituals have an impact on the community. <i>Living a Faith (6.2) build on from 3.1 and 5.3</i></p> <p>Pupils suggest how the milestones of life give a sense of identity and belonging for faith members. <i>Living a Faith (6.2) build on from 3.3</i></p>



## Intent

IPC units of study offer a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. IPC units of work aim to develop historical skills, knowledge and understanding, which are transferable to whatever period of history is being studied and will equip children for future learning. The key historical skills, knowledge and understanding, which are revisited throughout different units, are: **an awareness of chronology; knowledge and understanding of significant aspects of history; an understanding of historical concepts and to be able to organise, evaluate and communicate information.**

The coverage of history in **KS1** such as 'The Magic Toymaker (Y2) and "A Day in the Life' (Y1), 'From A to B (Y2) and 'Buildings' (Y2) enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories as well as an opportunity to study historical events in their own locality. There are opportunities to study the lives of significant individuals in the past who have contributed to national and international achievements through the topic 'Time travellers' (Y2)

For **KS2**, we have a curriculum that allows a full opportunity for children to grasp the difficult concept of the passing of time (chronology). The intent in KS2 is that children can study British history in chronological order, from ancient history such as 'changes in Britain from Stone Age to the Iron Age' (Scavengers and Settlers, Y3) through to the Viking and Anglo-Saxon struggle for the Kingdom of England (The Great the Bold and the Brave, Y5 and The Story of English, Y6). They also have the opportunity to study more modern history such as the railways in the topic 'All Aboard' (Y4). Our curriculum also allows children to embed this sequence of chronology with a wider selection of ancient history such as the achievements of the earliest civilizations ('Temples, Tomb and Treasures', Y4 and 'AD 900', Y5). Throughout all of KS2 children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

## Implementation

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. Revision should become part of good practice and ultimately help to build a depth to their historical understanding. Through revisiting and consolidating skills, our lessons and resources and display material help children build on prior knowledge alongside introducing new skills and challenge. The IPC have suggested a specific series of lessons for each unit, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning and to ensure National Curriculum content coverage. The diagram to the right demonstrates our approach to teaching each unit: The revision and introduction of key vocabulary should also be built into each lesson. This vocabulary should then be included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise. Adult guides and accurate historical subject knowledge are provided within IPC units to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history, to see how it has shaped the world they live in and to develop a sense of chronology across time periods studied.



## Impact

The impact of using the full range of resources, including display materials and timelines, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and topic overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, formative assessment rubrics (aimed at targeting next steps in learning) which will lead to end of year summative assessments and end of year subject reviews that will inform the following year's action plan.