

Inspire to Aspire

Nightingale Primary School

Religious Education Progression of Knowledge and Skills

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Each unit of study in a Year R class will be an enquiry into the children's experience of the concept/word and link strongly to the EYFS characteristics of learning and include at least one *key* concept/word (community, belonging, special, or love). Another concept/word that might be particularly appropriate for Year R children would be the A concept/word of *celebrating*. For some Year R classes, it may be useful for children to explore their experiences of the same concept/word more than once but with a different context, for example *special clothes* and *special people*

<u>By the end of EYFS</u>				
Living Difference IV End of Year Expectations	Communicate	Apply	Inquire and contextualise	Evaluate
The Year R curriculum must include at least two cycles of enquiry relating to a Christian context and two units which focus on the religion explored in-depth within KS1 at the school. There will also be opportunities to explore the religions or traditions within the class where appropriate, for example <i>celebrating</i> .	Communicate <i>or express creatively</i> their response to their own experiences of the concepts/words introduced.  *Not from Living Difference	Communicate and listen to others about experiences of the concept/word introduced.	Communicate or express creatively what the concepts/words introduced mean to different traditions studied making links where appropriate.	Show in a variety of ways that they begin, in simple terms, to recognise something of the value of these concepts/words in their lives and the lives of others.

<u>By the end of Year 1</u>				
Living Difference IV End of Year Expectations	Communicate	Apply	Inquire and contextualise	Evaluate
In an age-appropriate way, through a well-made KS1 curriculum that is taught well. Children in Year 1 will have encountered, studied and had the opportunity to discern the value in relation to two of the <i>golden thread</i> concepts/words of <i>community, belonging, special, love as well as</i> other A	... <i>express creatively</i> their response to their own experiences of the concepts/words introduced.	... <i>recognize</i> their responses relate to events in their own lives.	... <i>recognize</i> what has been taught about the concept/word and how they are used in the tradition studied.	... in <i>simple terms children recognise something of the value</i> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

concepts/words chosen by the teacher & children themselves (pondering time).

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By the end of Year 2

Living Difference IV End of Year Expectations	Communicate	Apply	Inquire and contextualise	Evaluate
In an age-appropriate way, through a well-made KS1 curriculum that is taught well. Children in Year 2 will have encountered, studied and had the opportunity to discern the value in relation to at least two of the <i>golden thread</i> concepts/words of <i>community, belonging, special, love as well as</i> other A concepts/words chosen by the teacher & children themselves (pondering time) and a B concept/word at the end of Year 2.	... <i>express creatively</i> their response to their own experiences of the concepts/words introduced.	... <i>recognize</i> (in a different way to Year 1) their responses relate to events in their own lives.	... <i>simply describe</i> what has been taught about the concept/word and how they are used in the tradition studied.	... in <i>simple terms children discern something of the value</i> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.



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### By the end of Year 4

Living Difference IV End of Year Expectations	Communicate	Apply	Inquire and Contextualise	Evaluate
In an age-appropriate way, through a wall-made Lower KS2 curriculum that is taught well, by the end of years 3 and 4 children will have encountered, studied and had the opportunity to discern the value in relation to four of the <i>golden thread</i> concepts/words of <i>community, belonging, special, love</i> <b>as well as</b> other A concepts/words and some B concepts/words chosen by the teacher & children themselves (pondering time).	<i>...express creatively as well as describe</i> <b>their response to their own experiences of the concepts/words introduced.</b>	<i>... recognize and describe</i> how their responses relate to events in their own lives.	<i>...accurately describe</i> some variations in the ways in which the concept/word is shown in the lives of people encountered and studied (taught at the Contextualise step)	<i>... discern and describe the value</i> of these concepts/words in the lives of those living in the traditions studied as well as recognising some of the issues this might raise. <i>... discern possible value for</i> their own lives and communities (not only assessed through summative assessment).

### By the end of Year 6

Living Difference IV End of Year Expectations	Communicate	Apply	Inquire and Contextualise	Evaluate
In an age-appropriate way, through a wall-made Upper KS2 curriculum that is taught well, through year 5 by the end of year 6 children will have encountered, studied and had the opportunity to discern the value in relation to <i>each of</i> the four of the <i>golden thread</i> concepts/words of <i>community, belonging, special, love</i> other A and B concepts/words and some also some C concepts/words chosen by the teacher & children themselves (pondering time).	<i>...express creatively as well as begin to explain</i> <b>their response to their own experiences of the concepts/words introduced.</b>	<i>... explain some examples of</i> how their responses relate to events in their own and <i>other people's</i> lives.	<i>...accurately explain meanings of concepts/words</i> in the traditions encountered and studied (taught at the <b>Inquire</b> step).  <i>...accurately explain</i> the way the concept/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the <b>Contextualise</b> step)	<i>... discern the value</i> of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. <i>... discern possible value</i> in the concepts/words for their own lives and communities (not only assessed through summative assessment).