St Richard Reynolds Catholic Primary School RE Skills and Knowledge Progression

Early Years Foundation Stage

Religious Education with Communication and Language

Religious education in a language-rich environment.
Skills: Identify, name, or label something or someone previously seen, heard, or encountered.
Use the skills words to complete a variety of activities.
recognise, talk about, label, name, match, sort, retell, sequence, recall

RELG: Religious Education Learning Goal

Listening
• Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy.
• Make comments about what they have heard and ask questions to clarify their understanding.
• Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.
Speaking
Children at the expected level of development will:
• Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary.
• Offer explanations for why things might happen, making use of recently introduced key religious vocabulary.
• Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.

Religious Education with Physical Education

Religious Education in the pursuit of happy, healthy, and active lives.
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RELG: Religious Education Learning Goal

• Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about.
• Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts.
• Express themselves when responding to songs and hymns they have listened to and learned.

Religious education within personal, social, and emotional development

Religious education in shaping their social world.
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RELG: Religious Education Learning Goal

Self-regulation
• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
• Begin to share thoughts about what is fair, unfair, caring, and sharing.
• Begin to understand how to show love for others in appropriate ways.
Managing self
• Aware of the need for rules, know right from wrong and try to behave accordingly.
• Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships.
• Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.
Building relationships
• Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others.
• Form positive attachments to adults and friendships with peers.
• Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.

Loved, Listened to, Challenged, Inspired

VIDETE BONA DOMINI
ST RICHARD REYNOLDS CATHOLIC COLLEGE

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Religious education within literacy

Religious education stories as part of a lifelong love of reading.
Skills: Identify, name, or label something or someone previously seen, heard, or encountered.
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RELG: Religious Education Learning Goal	**Comprehension** • Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary. • Anticipate – where appropriate – key events in Bible and religious stories. • Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role-play. **Word reading** • Begin to recognise and read key religious words. • Read aloud their own sentences using key religious words about Bible and religious stories they have heard. • Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture. **Writing** • Recognise and begin to spell key religious words. • Write simple phrases and sentences about Bible and religious stories or simple prayers.

Religious education within understanding the world

Religious education in the people and community around them.
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RELG: Religious Education Learning Goal	**Past and present** • Talk about the lives and roles of the parish priest and people in their local parish. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard. • Begin to understand the past through settings, people, and events encountered in Bible and religious stories. • Recognise key people in the history of the people of God. **People, culture, and communities** • Talk about their immediate environment around them, noticing God's wonderful world. • Build an understanding that they are part of a parish, school, local, and global community. • Know that they are a child of God. God made them and loves them. • Recognise experiences of baptism and being welcomed into the Church and parish family. • Talk about what they know about religious beliefs and listen to the beliefs of others. • Know some similarities and differences between life in this country and life in other countries. • Recognise religious signs and symbols. **The natural world** • Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder, and seasons of the natural world. • Talk about the gifts given to people by God that help us to make, build, and work. • Know some similarities and differences between people and places around the world. • Know that they are responsible for looking after their world and experience ways in which they can make a change.

Religious education within expressive arts and design

Religious education through self-expression, creativity, and cultural awareness.
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RELG: Religious Education Learning Goal	**Creating with materials** • Share their creations and talk about what this represents from their learning. • Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. **Being imaginative and expressive** • Recount Bible stories, poems, and prayers. • In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher. • Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year. • Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.