



## CRAWSHAWBOOTH PRIMARY SCHOOL

### RE PROGRESSION IN SKILLS - ISLAM - LANCASHIRE AGREED SYLLABUS 2019

#### EYFS: Understanding the World

##### *People, Culture and Communities*

- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

	WHAT DO PEOPLE SAY ABOUT GOD?	HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?	WHO SHOULD WE FOLLOW?	HOW SHOULD WE LIVE OUR LIVES?	WHERE CAN WE FIND GUIDANCE ABOUT HOW TO LIVE OUR LIVES?	IS LIFE LIKE A JOURNEY?
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BELIEFS AND VALUES	<ul style="list-style-type: none"> <li>• give an example of a key belief and/or a religious story</li> <li>• give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>• retell and suggest meanings for religious stories and/or beliefs</li> <li>• use some religious words and phrases when talking about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• show awareness of similarities in religions</li> <li>• identify beliefs and values contained within a story/teaching</li> <li>• identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>• describe what a believer might learn from a religious teaching/story</li> <li>• make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>• make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>• analyse beliefs, teachings and values and how they are linked</li> <li>• explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> </ul>

						explain the impact of beliefs, values and practices – including differences between and within religious traditions
<b>LIVING RELIGIOUS TRADITIONS</b>	<ul style="list-style-type: none"> <li>• use some religious words and phrases to recognise and name features of religious traditions</li> <li>talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe how religion is expressed in different ways</li> <li>suggest the symbolic meaning of imagery and actions</li> </ul>	<ul style="list-style-type: none"> <li>• identify how religion is expressed in different ways</li> <li>• use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• describe the impact religion has on believers' lives</li> <li>• explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>• explain differing forms of expression and why these might be used</li> <li>• describe diversity of religious practices and lifestyle within the religious tradition</li> <li>interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>• use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>explain differing ideas about religious expression</li> </ul>
<b>SHARED HUMAN EXPERIENCE</b>	notice and show curiosity about people and how they live their lives	<ul style="list-style-type: none"> <li>• identify things that influence a person's sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>• consider the range of beliefs, values and lifestyles that exist in society</li> <li>discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>• explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>• consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>discuss how people change during the journey of life</li> </ul>
<b>SEARCH FOR PERSONAL MEANING</b>	<ul style="list-style-type: none"> <li>• ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• talk about their own identity and values</li> </ul>	<ul style="list-style-type: none"> <li>• in relation to matters of right and wrong, recognise their own and others' values</li> <li>• discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>	reflect on their own personal sources of wisdom and authority	<ul style="list-style-type: none"> <li>• discuss and debate the sources of guidance available to them</li> <li>consider the value of differing sources of guidance</li> </ul>	<ul style="list-style-type: none"> <li>• raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>• develop own views and ideas in response to learning</li> <li>demonstrate increasing self-</li> </ul>

						<b>awareness in their own personal development</b>
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