



Progression of RE in St Pius X 2021-2022

Updated: October 2021

Curriculum Intent of RE in St Pius X

The needs and context of the children are at the heart of St Pius X, we recognise that we are all unique: made in the image and likeness of God. We provide pupils with an introduction to the essential knowledge and skills that they need to develop their full potential. Our Religious Education curriculum teaches children about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through teaching our Religious Education curriculum, we aim to spark the children's curiosity; ignite within the children a passion for learning; and uncover and build upon their individual talents. We recognise that we were all created individually, with unique gifts and talents that can be used to bring glory to God, within our home, school and parish community.

EYFS

Year Group	AT1	AT2
Nursery (30-50 months)	<ul style="list-style-type: none">• The pupil is able to listen to religious stories with increasing attention and recall.<ul style="list-style-type: none">• In relation to RE topics, they can recognise and describe special times or events for family and friends.• They can capture religious experiences and respond by using a range of media.	<ul style="list-style-type: none">• The pupil is aware of their own feelings and knows that some actions and words can hurt others.• They learn new religious vocabulary, reflecting the breadth of their experiences.
Reception	<ul style="list-style-type: none">• The pupil is able to express themselves effectively when talking about religious stories, ideas and events, showing awareness of the listener's needs.• They are also able to demonstrate understanding when talking with others about what they have read.• They are able to represent their own ideas, feelings and thought of religious matters through design and technology, art, music, dance role play and stories.	<ul style="list-style-type: none">• The pupil is able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.• They can also know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1

Year Group	AT1	AT2	AT3
Year 1	<ul style="list-style-type: none"> • The pupil is able to recognise some elements of religious stories and the people and events within. • They are also beginning to recognise many religious signs and symbols and use some religious words and phrases. • They are able to recognise that people act in a particular way because of their religion. 	<ul style="list-style-type: none"> • The pupil is able to talk about many of their own experiences and how these made them feel. • They can also reflect upon some things they wonder about and speak about these. 	<ul style="list-style-type: none"> • Listen to a point of view. • Talk about some sources (prayers and hymns).
Year 2	<ul style="list-style-type: none"> • The pupil is able to retell accurately many key elements from stories within the Old and New Testament using their own words about special people, places and events. • The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (e.g. during Baptism – anointing with oil, white shawl, candle) • The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (e.g. daily prayers, try to live like Jesus, make the right choice, going 	<ul style="list-style-type: none"> • The pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. • The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. 	<ul style="list-style-type: none"> • Listen and respond to a point of view. • Ask and respond to questions about sources (prayers, hymns and scripture stories).

	to a place of worship, singing hymns, supporting charities)		
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Key Stage 2

Year Group	AT1	AT2	AT3
Year 3	<ul style="list-style-type: none"> • The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. • They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. • They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. 	<ul style="list-style-type: none"> • The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. • They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. • They can speak to and question others about things that cause them to wonder, knowing that some questions have no clear answers and they can also compare some of their own and other people's ideas about such questions. 	<ul style="list-style-type: none"> • Express a point of view and begin to give a reason for it. • Make a link to a source that supports a point of view. • Begin to express a preference.
Year 4	<ul style="list-style-type: none"> • The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. • The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. • Give religious reasons for many 	<ul style="list-style-type: none"> • The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. • The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. 	<ul style="list-style-type: none"> • Express a point of view and give some reasons for it. • Make a link to some sources that support a point of view. • Express a preference and give some reasons for it.

	actions by believers.		
Year 5	<ul style="list-style-type: none"> The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. 	<ul style="list-style-type: none"> The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. 	<ul style="list-style-type: none"> Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.

	<ul style="list-style-type: none"> The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. 	<ul style="list-style-type: none"> The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engages in discussion about questions of life, in light of religious teaching 	
Year 6	<ul style="list-style-type: none"> The pupil can describe and show under-standing of some religious sources beliefs, ideas, feelings and experiences, making links between them. The pupil can use religious terms to show an understanding of many different liturgies. The pupil can show some understanding of how religious belief shapes life in different ways. 	<ul style="list-style-type: none"> The pupil can confidently show how their own and others' decisions are informed by beliefs and values. The pupil engages in some discussion about questions of life, in light of religious teaching 	<ul style="list-style-type: none"> Express different points of view. Use sources to support some points of view. Arrive at judgements.