

Nettlesworth Primary School



At Nettlesworth Primary School, we follow the Durham Agreed Syllabus 2020. The RE units delivered in EYFS & KS1 are yearly, however the units delivered in KS2 are delivered on a two-year rolling timetable (Year A & B). Hand in hand with this is our progression of skills document, which is broken down into individual year groups.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Respond to cultural events and show a range of feelings • Develop relations with adults and other children • Begin to understand that they belong to groups • Show sensitivity to the needs and feelings of others and respond appropriately • Recognise that their actions affect themselves and others 	<ul style="list-style-type: none"> • Recall features of religious, spiritual and moral stories and other forms of religious expression • Recognise and name features of religions and beliefs • Recognise symbols and other forms of religious expression • Identify aspects of own experiences and feelings, in religious material studied 	<ul style="list-style-type: none"> • Retell religious, spiritual and moral stories • Identify how religion and belief is expressed in different ways • Identify similarities and differences in features of religions and beliefs • Recognise that some questions about life are difficult to answer • Ask questions about their own and others' feelings and experiences • Begin to identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • Make links between beliefs, stories and practices • Identify the impacts of beliefs and practices on people's lives • Identify similarities and differences between religions and beliefs • Investigate and connect features of religions and beliefs • Ask significant questions about religions and beliefs • Describe and suggest meanings for symbols and other forms of Religious expression 	<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices • Describe the impact of beliefs and practices on individuals, groups and communities • Describe similarities and differences within and between religions and beliefs • Gather, select, and organise ideas about religion and beliefs • Suggest answers to some questions raised by the study of religions and beliefs • Suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> • Explain connections between questions, beliefs, values and practices in different belief systems • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities • Explain how and why differences in belief are expressed. • Suggest lines of enquiry to address questions raised by the study of religions and beliefs • Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • Recognise and explain diversity within religious expression, using appropriate concepts 	<ul style="list-style-type: none"> • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs • Interpret religions and beliefs from different perspectives • Interpret the significance and impact of different forms of religious and spiritual expression