



Religious Education: knowledge and skills progression as highlighted in the Local Authority Syllabus

D2 A progression overview for 5-14s: outcomes

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>	<p>Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;</p>
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p> <p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Retail and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p>	<p>Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p> <p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p> <p>Express and communicate B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>Notice and respond sensitively to some similarities between different religions and world views;</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>	<p>Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;</p> <p>Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities;</p> <p>Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p> <p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p> <p>Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different;</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;</p> <p>Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;</p> <p>Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p>



Religious Education key questions: knowledge and skills progression overview at Town Field



Skill	Knowledge and skills progression: R.E.						
	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Subject Leader: Karen O'Neill</p>							
<p>To know about and understand a range of religions and worldviews</p>	<p>Listen to, talk about and retell some religious stories.</p> <p>Recognise some religious words</p> <p>Identify some of their own feelings in the stories they hear</p> <p>Identify a sacred text</p> <p>Talk about people who are special to them</p> <p>Identify the qualities of a good friend</p>	<p>Listen to retell and discuss a range of stories from the Christian faith.</p> <p>Recognise some religious symbols and images used to express ideas about God.</p> <p>Talk about some simple ideas about God and Jesus,</p> <p>Ask some questions about beliefs and share some ideas of their own.</p>	<p>Listen to, retell, compare and discuss a range of stories from the Christian, Muslim and Jewish faiths.</p> <p>Talk about some simple ideas relating to who different people worship and how different religions have varied ways of remembering who they believe in.</p> <p>Look at and compare different religious symbols and icons.</p> <p>Make links between sacred texts and how this can influence the way believers behave.</p>	<p>Listen to, retell and suggest the meanings of stories from sacred texts.</p> <p>Make links between the Bible and how it can impact on a Christian's everyday life</p> <p>Identify some similarities and differences between ideas about what God is like in different religions.</p> <p>Ask questions about God and discuss how and why it makes a difference in people's lives to believe in God.</p> <p>Talk about why having a faith or belief in something can be</p>	<p>Listen to stories about the life of Jesus and make connections between the teaching and the way Christians live today, using the teachings of Jesus as an inspiration.</p> <p>Recognise the importance of Holy Week and Easter in the Christian faith</p> <p>Understand, use and define key Christian terms.</p>	<p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Have a clear understanding of what a Christian believes God is like.</p> <p>Discuss the impact upon someone's life regarding whether or not they believe in God and talk about why some people may not believe in God</p> <p>Define key religious terms such as theist, atheist and agnostic and remember what these say about God.</p>	<p>Describe, explain and analyse beliefs and practices.</p> <p>Identify, investigate and respond to questions posed about religions and worldviews</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and expressing meaning</p>
<p>To express ideas and insights about the nature, significance and impact of religions and worldviews</p>	<p>Talk about somewhere that is special to them and explain why.</p> <p>To know that there are special places where people go to worship</p> <p>To be able to recognise and identify some key features of a church / mosque</p> <p>To build up vocabulary specific to discussing churches or mosques</p> <p>To talk about special occasions that they and others have experienced and suggest features of a good celebration.</p> <p>Recall simple stories connected to Christmas/Easter and festivals from other faiths</p> <p>Say why festivals are special times for members of faith communities.</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>Ask questions about what happens in a church, synagogue or mosque.</p> <p>Identify a special time they celebrate and explain simply what celebration means</p> <p>Listen to and discuss stories about Christian festivals and a story from a festival in another religion</p>	<p>Explore and discuss the celebrations of Christmas Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion and say why these are important to believers</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</p> <p>Identify some similarities and differences between the celebrations studied</p>	<p>Describe what some believers say and do when they pray in the religions studied</p> <p>Describe ways in which prayer helps religious believers and begin to understand the significance of prayer in the lives of people today</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p> <p>Recognise and identify some differences between religious festivals and other types of celebrations</p> <p>Retell some stories behind festivals in different religions</p>	<p>Recall and name some of the ways religions mark milestones of commitment</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Identify some similarities and differences between the ceremonies.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</p> <p>Suggest how and why religious festivals are valuable to many people</p> <p>Ask questions and give ideas about what matters most to believers in festivals</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p>	<p>Recall and name some key features of places of worship studied</p> <p>Make connections between how believers feel about places of worship in different traditions</p> <p>Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself</p>	<p>Describe and make connections between examples of religious creativity (buildings and art)</p> <p>Show understanding of the value of sacred buildings and art</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>Explain their ideas about how beliefs, practices and forms of expression influence individuals and communities</p> <p>Express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</p> <p>Appreciate and appraise various dimensions of religion.</p>



<p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<p>re-tell religious stories making connections with personal experiences</p> <p>share and record occasions when things have happened in their lives that made them feel special</p> <p>recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>recall simply what happens when a baby is welcomed into Islam.</p> <p>talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>re-tell stories, talking about what they say about the world, God, human beings</p> <p>express ideas about how to look after animals</p>	<p>Talk about what is special and of value about belonging to a group that is important to them</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean</p> <p>Identify two ways people show they belong to each other when they get married</p> <p>Identify some similarities and differences between the ceremonies studied</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Identify ways that some people make a response to God by caring for others and the world</p> <p>Talk about issues of good and bad, right and wrong arising from religious stories</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like</p>	<p>Identify and name examples of what Christians have and do in their families and at church to show their faith</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs</p> <p>Suggest reasons why being a Christian is a good thing in Britain today, and reasons why it might be hard sometimes</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches</p>	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>Describe some ways in which Hindus express their faith through puja, agra and bhajans</p> <p>Explain similarities and differences between Hindu worship and worship in another faith</p> <p>Suggest reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard sometimes</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> <p>Recall and talk about some rules for living in</p>	<p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims</p> <p>Make links between this practice and beliefs about God and the Prophet Muhammad</p> <p>Identify and discuss reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p>	<p>Describe some Christian and Humanist values simply</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>Make connections between beliefs, behaviour, teachings and sources of wisdom in different religions and discuss similarities and differences</p> <p>Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>
	<p>and plants</p> <p>talk about what people do to mess up the world and what they do to look after it</p>				<p>religious traditions</p> <p>Make connections between stories of temptation and why people can find it difficult to be good</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity</p>		