

Progression in RE



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------------|---|--|---|--|---|---|
| Agreed Syllabus | Pupils should be taught about: <ul style="list-style-type: none"> • Christianity - introduction to beliefs and practices and their impact. • Buddhism - introduction to some beliefs and practices and their impact. • Religious diversity - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations). | | Pupils should be taught about: <ul style="list-style-type: none"> • Christianity - beliefs and practices across the denominations and the impact of these for individuals and communities. • Hinduism - some beliefs and practices and the impact of these for individuals and communities • Judaism - some beliefs and practices and the impact of these for individuals and communities • Religious diversity the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community • Similarities and differences within and between religious and non-religious worldviews through at least one thematic study | | | |
| Knowledge and understanding | Pupils will: <ul style="list-style-type: none"> • have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary • have simple knowledge of why these beliefs and practices may be important to people | Pupils will: <ul style="list-style-type: none"> • have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary • have simple knowledge of why these beliefs and practices may be important to people • have simple knowledge of some of the similarities and differences | Pupils will: <ul style="list-style-type: none"> • be able to describe some of the beliefs, teachings and expressions of beliefs and begin to form a framework of connections between these concepts by making some links between them | Pupils will: <ul style="list-style-type: none"> • be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities • begin to form a framework of connections between these concepts by making some | Pupils will: <ul style="list-style-type: none"> • have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews | Pupils will: <ul style="list-style-type: none"> • have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide-ranging |

| | | | | | | |
|--|--|---|--|---|---|--|
| | | <p>between and within the religious and non- religious worldviews they learn about.</p> | | <p>links between them</p> <ul style="list-style-type: none">• identify some patterns between or within religions (a range of religious and non- religious worldviews) by comparing similarities and differences. | <ul style="list-style-type: none">• have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews• have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context | <p>technical vocabulary</p> <ul style="list-style-type: none">• have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews• have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them. |
|--|--|---|--|---|---|--|

| Linked skills: | | | | | | |
|---------------------------|--|--|--|--|--|--|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Investigation and Enquiry | <ul style="list-style-type: none"> begin to ask relevant questions begin to use different types of sources as a way of gathering information | <ul style="list-style-type: none"> asking relevant questions knowing how to use different types of sources as a way of gathering information | <ul style="list-style-type: none"> asking relevant questions knowing how to use different types of sources as a way of gathering information begin to know what may constitute evidence for understanding religion(s) | <ul style="list-style-type: none"> asking relevant questions knowing how to use different types of sources as a way of gathering information knowing what may constitute evidence for understanding religion(s) | <ul style="list-style-type: none"> asking relevant questions knowing how to use different types of sources as a way of gathering information knowing what may constitute evidence for understanding religion(s) begin to ascertain facts | <ul style="list-style-type: none"> asking relevant questions knowing how to use different types of sources as a way of gathering information knowing what may constitute evidence for understanding religion(s) ascertaining facts |
| Interpretation | <ul style="list-style-type: none"> begin to draw meaning from artefacts, art, poetry and symbolism | <ul style="list-style-type: none"> drawing meaning from artefacts, art, poetry and symbolism | <ul style="list-style-type: none"> drawing meaning from artefacts, art, poetry and symbolism begin to interpret religious language | <ul style="list-style-type: none"> drawing meaning from artefacts, art, poetry and symbolism interpreting religious language begin to suggest meanings of religious texts | <ul style="list-style-type: none"> drawing meaning from artefacts, art, poetry and symbolism interpreting religious language suggesting meanings of religious texts begin to explain why people belong to faith communities | <ul style="list-style-type: none"> drawing meaning from artefacts, art, poetry and symbolism interpreting religious language suggesting meanings of religious texts explaining why people belong to faith communities |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------|--|---|---|---|---|--|
| Critical Thinking | <ul style="list-style-type: none"> In response to the material they learn about pupils can raise questions and express their opinion. | <ul style="list-style-type: none"> In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons. | <ul style="list-style-type: none"> In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. <i>Plausible = reasonable or probable without necessarily being so, persuasive</i> | <ul style="list-style-type: none"> In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. They recognise that others may think differently and have different opinions. | <ul style="list-style-type: none"> In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up. <i>Sound = reliable, competent</i>. | <ul style="list-style-type: none"> In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up. Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). |
| Linked skills: | | | | | | |
| Application | <ul style="list-style-type: none"> begin to identify key religious values. | | <ul style="list-style-type: none"> begin to make the association between religions and individual, community, national and international life. | | <ul style="list-style-type: none"> making the association between religions and individual, community, national and international life identifying key religious values and their interplay with secular ones | |
| Analysis | <ul style="list-style-type: none"> begin to distinguish between the features of different religions. | | <ul style="list-style-type: none"> exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith distinguishing between the features of different religions | | <ul style="list-style-type: none"> exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith distinguishing between the features of different religions | |

| | | | | | | |
|--------------------------------------|--|--|---|---|--|--|
| Evaluation | <ul style="list-style-type: none"> begin to debate issues of religious significance | | <ul style="list-style-type: none"> debating issues of religious significance, with reference to evidence, factual information and argument | | <ul style="list-style-type: none"> debating issues of religious significance, with reference to evidence, factual information and argument weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Personal Reflection | <p>Personal Reflection is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom, but these reflections should not be assessed by teachers to show progress in RE.</p> | | | | | |
| Linked skills: | | | | | | |
| Expression (learning to communicate) | <ul style="list-style-type: none"> begin to pursue a line of enquiry or argument | | <ul style="list-style-type: none"> pursuing a line of enquiry or argument identifying and giving expression to matters of deep concern begin to give an informed opinion and express a personal viewpoint. | | <ul style="list-style-type: none"> pursuing a line of enquiry or argument identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media giving an informed opinion and expressing a personal viewpoint | |
| Empathy | <ul style="list-style-type: none"> begin to consider the thoughts, feelings, experiences, beliefs, attitudes and values of others | <ul style="list-style-type: none"> considering the thoughts, feelings, experiences, beliefs, attitudes and values of others | <ul style="list-style-type: none"> considering the thoughts, feelings, experiences, beliefs, attitudes and values of others begin to develop the power of imagination to identify feelings such as love, wonder, | <ul style="list-style-type: none"> considering the thoughts, feelings, experiences, beliefs, attitudes and values of others developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow | <ul style="list-style-type: none"> considering the thoughts, feelings, experiences, beliefs, attitudes and values of others developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow | <ul style="list-style-type: none"> considering the thoughts, feelings, experiences, beliefs, attitudes and values of others developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow seeing the world through the eyes |

| | | | | | | |
|--|--|--|---------------------------|--|---|---|
| | | | forgiveness and sorrow | | <ul style="list-style-type: none">• begin to the world through the eyes of others and issues arising from their point of view | of others and issues arising from their point of view |
|--|--|--|---------------------------|--|---|---|