

Progression of Skills RE

RE RE supports the aims of the school curriculum¹² which is to be balanced and broadly based. This curriculum must: • Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. • Prepare pupils at the school for the opportunities, responsibilities and experiences of later life. The purpose of RE is to develop religious literacy. The essential outcomes for RE are therefore related to the knowledge and understanding of religion and worldviews.

Intent: High-quality RE will support pupils' religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free-thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Implementation: Through the enquiry-based approach.

Impact: Evidenced by the non-statutory age-related expectations

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Christianity • At least one other religion, religious belief or worldview 	<ul style="list-style-type: none"> • In-depth investigation of Christianity. (50% weighting) • One other principal world religion. 	<ul style="list-style-type: none"> • In-depth investigation of one other principal world religion encountering at least one other principal religion or worldview reflected in the local context. 	<ul style="list-style-type: none"> • In-depth investigation of Christianity. • Encountering at least one other principal religion or worldview reflected in the local context. 	<ul style="list-style-type: none"> • In-depth investigation of one other principal world religion. • In-depth investigation of Christianity. 	In-depth investigation of one other principal world religion encountering at least one other religion.	In-depth investigation of one other principal world religion encountering world overview.
<p>Considerations</p> <p>Christianity should be studied at each key stage to 'reflect the fact that the religious traditions in Great Britain are in the main Christian' (Education Act 1988) Other principal religions represented in Great Britain (usually regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism) should be studied across the key stages; although they do not have to be studied in equal depth, nor all of them in each key stage Other worldviews may be studied such as, the Baha'i faith, Jainism, Zoroastrianism and Humanism.</p>	<p>RE at EYFS will prepare children for the multi-disciplinary approach. Pupils begin to explore religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p>	<p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <ul style="list-style-type: none"> · Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism. · Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam. · The local context. · Provide foundations for KS2. <p>More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).</p>	<p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <ul style="list-style-type: none"> · Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism. · Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam. · The local context. · Build upon learning at KS1, provide foundations for KS3. <p>More time should be spent on Christianity than any other individual religion or worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).</p>				

	No weighting is specified in EYFS.						
<p>Theology: Thinking through believing.</p> <p>It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p>	<p>Religion : Christianity</p> <p>Recognise simple religious beliefs or teachings.</p> <ul style="list-style-type: none"> • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts. 	<ul style="list-style-type: none"> • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. • Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. • Give an example of how _____ use beliefs to guide their daily lives. 	<ul style="list-style-type: none"> • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. • Recognise different types of writing from within one text. • Recognise that some beliefs connect together and begin to talk about these connections. • Give different examples of how _____ beliefs influence daily life. 	<ul style="list-style-type: none"> • Show awareness of different sources of authority and how they link with beliefs. • Identify different types of writing and give an example of how a believer might interpret a source of authority. • Recognise that beliefs are influenced by events in the past and present. • Identify some links between beliefs being studied within a religion or worldview. • Show awareness of some of the similarities and differences between and within religions and worldviews. • Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others 	<ul style="list-style-type: none"> • Identify different sources of authority and how they link with beliefs. • Give examples of different writings and different ways in which believers interpret sources of authority. • Identify events in history and society which have influenced some religious and non-religious worldviews. • Make clear links between different beliefs being studied within a religion or worldview. • Identify some of the similarities and differences between and within religions and worldviews. • Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others. 	<ul style="list-style-type: none"> • Describe different sources of authority and how they link with beliefs. • Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers • Describe how events in history and society have influenced some religious and non-religious worldviews. • Describe the connections between different beliefs being studied and link them to sources of authority • Describe some of the key theological similarities and differences between and within religions and worldviews. • Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others. 	<ul style="list-style-type: none"> • Explain different sources of authority and the connections with beliefs. • Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. • Explain how events in history and society have influenced some religious and non-religious worldviews. • Explain connections between different beliefs being studied and link them to sources of authority using theological terms. • Explain the key theological similarities and differences between and within religions and worldviews. • Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.
<p>Philosophy: Thinking through thinking.</p> <p>It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality</p>	<ul style="list-style-type: none"> • Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. 	<ul style="list-style-type: none"> • Ask questions about the world around them and talk about these questions. • Begin to make connections between using their senses and what they know about the world around them. • Give a simple reason using the word 'because' when talking about religion and belief. 	<ul style="list-style-type: none"> • Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. • Talk about what people mean when they say they 'know' something. • Give a reason to say why someone might hold a particular belief using the word 'because'. 	<ul style="list-style-type: none"> • Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. • Talk about the difference between knowing and believing. • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. • Use more than one reason to support their view. 	<ul style="list-style-type: none"> • Decide different philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. • Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, 	<ul style="list-style-type: none"> • Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Explain some of the different ways in which philosophers understand abstract concepts. • Explain, using a range of reasons, whether a position or argument is coherent and logical. • Link a range of different pieces of evidence together to form a coherent argument. • Explain a range of answers to ethical and moral questions 	<ul style="list-style-type: none"> • Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. • Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion. • Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues,

	<ul style="list-style-type: none"> • Use their senses to investigate religion and belief. 	<ul style="list-style-type: none"> • Using religious and belief stories to talk about how beliefs impact on how people behave 	<ul style="list-style-type: none"> • Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions. 	<ul style="list-style-type: none"> • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. • Recognise some of the similarities and differences between these ideas. 	<ul style="list-style-type: none"> providing pieces of evidence to support these views. • Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences 	<ul style="list-style-type: none"> and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. 	<ul style="list-style-type: none"> showing an understanding of the connections between beliefs, practices and behaviour. • Use well-chosen pieces of evidence to support and counter a particular argument.
<p>Human/Social Sciences: Thinking through living.</p> <p>It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>	<ul style="list-style-type: none"> • Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews originated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief. 	<ul style="list-style-type: none"> • Recognise that beliefs can have an impact on a believer's daily life, their family or local community. • Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. • Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. 	<ul style="list-style-type: none"> • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. • Recognise the names of different religions, religious beliefs and worldviews and use them correctly. • Identify evidence of religion and belief especially in the local area. 	<ul style="list-style-type: none"> • Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. • Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. • Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. 	<ul style="list-style-type: none"> • Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. • Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. • Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. 	<ul style="list-style-type: none"> • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. • Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. • Show awareness that talking about religion and belief can be complex. • Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. 	<ul style="list-style-type: none"> • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. • Begin to analyse and evaluate terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. • Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. • Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.