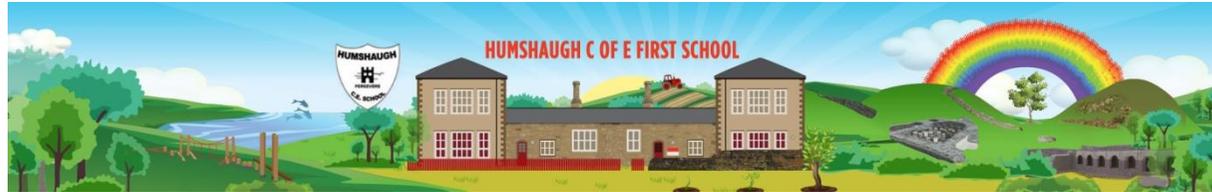


## Religious Education Curriculum Progression in Skills



### What will Religious Education at Humshaugh C of E First School look like?

The Durham and Newcastle Diocesan RE Syllabus 2018  
Introduction and Statutory Programmes of Study  
Units of Work  
Guidance

#### Understanding RE

**The Durham and Newcastle Diocesan RE Syllabus 2018 states that the principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.**

This principal aim incorporates the following aims of Religious Education in Church schools:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

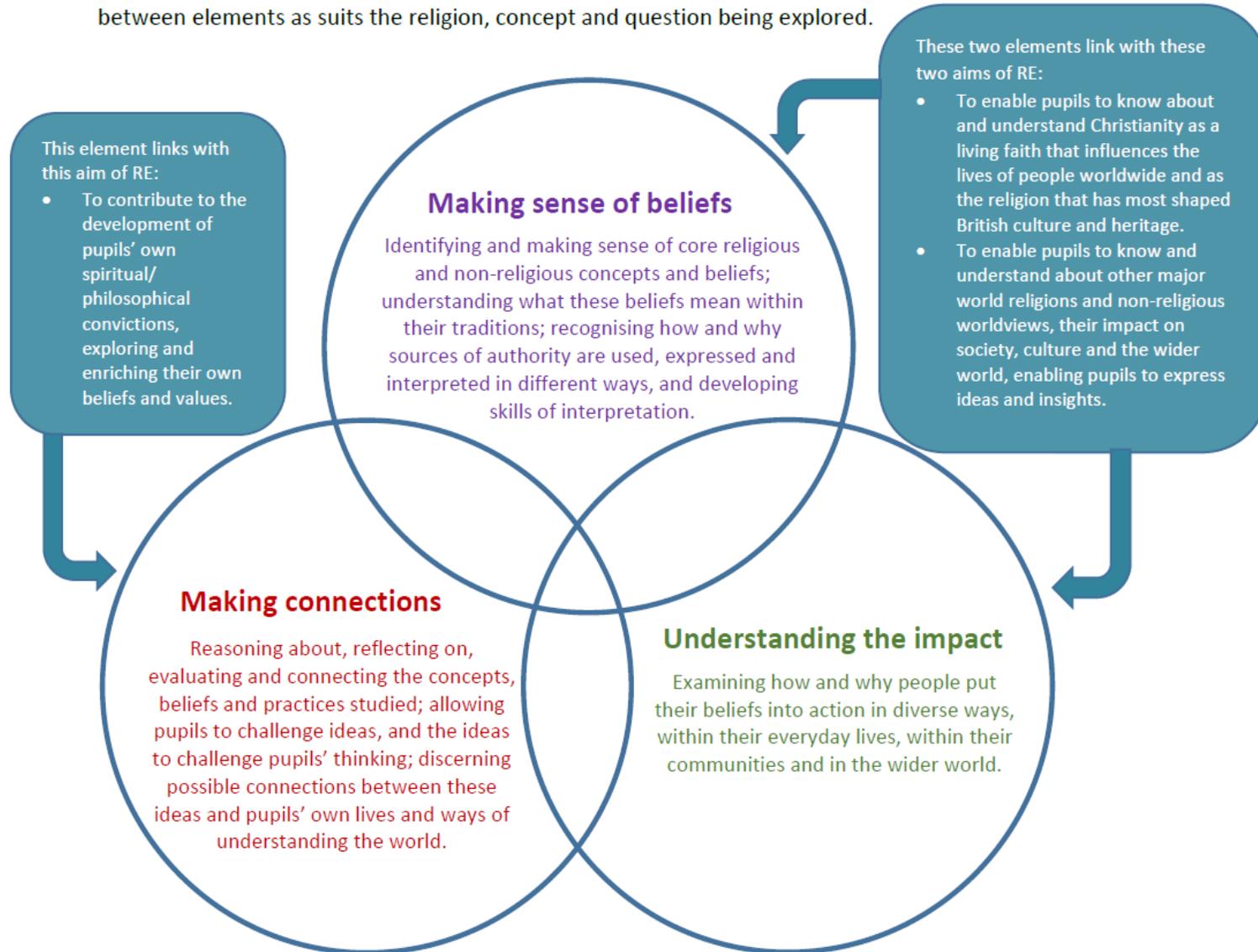
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

## Religious Education Curriculum Progression in Skills

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|                  | <p>Church schools also have a duty to provide accurate knowledge and understanding of other religions and worldviews by providing:</p> <ul style="list-style-type: none"> <li>• A challenging and robust curriculum based on an accurate theological framework.</li> <li>• An assessment process which has rigour and demonstrates progression based on knowledge and</li> <li>• Understanding of core religious concepts.</li> <li>• A curriculum that draws on the richness and diversity of religious experience worldwide.</li> <li>• A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.</li> <li>• The opportunity for pupils to deepen their understanding of the religion and worldviews as lived by believers.</li> <li>• RE that makes a positive contribution to SMSC development.</li> </ul> |
| <b>Knowledge</b> | <p><b>Reception</b><br/>Children will encounter:</p> <ul style="list-style-type: none"> <li>• Christianity and other religions and beliefs represented in the local area.</li> <li>• Pupils will learn from other religions in thematic units on the following topics: Belonging, Special Places and Special Stories.</li> </ul>   |
|                  | <p><b>Key Stage 1</b><br/>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Christianity for approximately two thirds of study time and either Islam or Judaism.</li> <li>• Pupils may also learn from other religions and non-religious worldviews in thematic units.</li> <li>• Social responsibility.</li> </ul>  |
|                  | <p><b>Lower Key Stage 2</b><br/>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Christianity for approximately two thirds of study time and either Judaism or Islam and either Hinduism or Sikhism.</li> <li>• Pupils may also learn from other religions and non-religious worldviews in thematic units.</li> <li>• Social responsibility/moral questions (SMSC)</li> </ul>   |

## Religious Education Curriculum Progression in Skills

Teaching and learning in the classroom will encompass all three of the elements below, allowing for overlap between elements as suits the religion, concept and question being explored.



## Religious Education Curriculum Progression in Skills

### Progression of key skills from Reception – Y4 at Humshaugh First School

|   | <b>Communication &amp; Language</b>   | <b>Understanding the World</b>   | <b>Literacy</b>  | <b>Art &amp; Design</b>   | <b>Personal, Social and Emotional Development</b>  |
|---|---|--|--|---|--|
| <b>End of Reception<br/>(ELGs linked to learning in RE)</b> | <ul style="list-style-type: none"> <li>• Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions</li> <li>• They use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Children answer 'who', 'how' and 'why' questions about their experiences in response to stories,</li> </ul> | <ul style="list-style-type: none"> <li>• Children talk about similarities and differences between themselves and others, among families, communities and traditions</li> <li>• They begin to know about their own cultures and beliefs and those of other people</li> <li>• They explore, observe and find out about places</li> </ul> | <ul style="list-style-type: none"> <li>• Children access a wide range of books, poems and other written materials to ignite their interest.</li> </ul> | <ul style="list-style-type: none"> <li>• Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings</li> <li>• They respond in a variety of ways to what they see, hear, smell, touch and taste.</li> </ul> | <ul style="list-style-type: none"> <li>• Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect</li> <li>• They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously</li> <li>• They respond to significant experiences showing a range of feelings when appropriate</li> <li>• They have a developing awareness of their own needs,</li> </ul> |

## Religious Education Curriculum Progression in Skills

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|  | <p>experiences or events from different sources.</p> <ul style="list-style-type: none"> <li>• They talk about how they and others show feelings</li> <li>• They develop their own narratives in relation to stories they hear from different communities.</li> </ul> | <p>and objects that matter in different cultures and beliefs.</p>   |   |  | <p>views and feelings and are sensitive to those of others</p> <ul style="list-style-type: none"> <li>• Children have a developing respect for their own cultures and beliefs, and those of other people</li> <li>• They show sensitivity to others' needs and feelings, and form positive relationships.</li> </ul>                                  |
| <p><b>End of Reception Specific RE Learning outcomes</b></p> | <ul style="list-style-type: none"> <li>• talk about and retell religious stories, making connections with personal experiences</li> <li>• recognise some religious vocabulary, e.g. about God</li> <li>• talk about somewhere that is special to</li> </ul>          | <ul style="list-style-type: none"> <li>• know that the word God is a name.</li> <li>• know that Christians believe God is the creator of the universe.</li> <li>• know that Christians believe God</li> </ul> | <ul style="list-style-type: none"> <li>• share and record occasions when things have happened in their lives that made them feel special</li> </ul> | <ul style="list-style-type: none"> <li>• share and record occasions when things have happened in their lives that made them feel special</li> <li>• create pictures or models of things they encounter in RE e.g. something they find in a place of worship, such as a cross or a pulpit.</li> </ul> | <ul style="list-style-type: none"> <li>• identify some of their own feelings in the stories they hear</li> <li>• express a personal response to the natural world</li> <li>• talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>• talk about what Jesus teaches about saying</li> </ul> |

## Religious Education Curriculum Progression in Skills

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|  | <p>themselves, saying why</p> <ul style="list-style-type: none"> <li>• talk about the things that are special and valued in a place of worship</li> <li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> </ul> | <p>made our wonderful world and so we should look after it.</p> <ul style="list-style-type: none"> <li>• know that Christians remember Jesus' last week at Easter.</li> <li>• know that Jesus' name means 'He saves'.</li> <li>• know that Christians believe Jesus came to show God's love.</li> <li>• know that Christians try to show love to others.</li> <li>• identify a sacred text e.g. Bible, Qur'an</li> <li>• recognise</li> </ul> |  |  | <p>'thank you', and why it is good to thank and be thanked</p> |
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## Religious Education Curriculum Progression in Skills

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|  |  | <p>that some religious people have places which have special meaning for them</p> <ul style="list-style-type: none"><li>• identify some significant features of sacred places</li><li>• recognise a place of worship</li><li>• recall simply what happens at a traditional Christian infant baptism and dedication</li><li>• recall simply what happens when a baby is welcomed into a religion</li></ul> |  |  |  |
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## Religious Education Curriculum Progression in Skills

|   |  | other than<br>Christianity   |   |  |  |
|---|--|--|---|--|--|
| <b>Teaching &amp; Learning Approach</b> | <p><b>Element 1: Making sense of beliefs</b><br/>Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</p> | <p><b>Element 2: Understanding the impact</b><br/>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p>  | <p><b>Element 3:</b><br/><b>Making connections</b><br/>Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</p> |  |  |
| <b>End of Year 1</b>                    | <ul style="list-style-type: none"> <li>• Make some links between sacred texts studied and the core beliefs of believers.</li> <li>• Can give a simple account of stories which are important to Christians and people of another world faith.</li> </ul>   | <ul style="list-style-type: none"> <li>• Give simple examples of ways in which believers use a story, text or teaching to guide their beliefs and actions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Can talk about whether the story they have been studying has anything to say to them.</li> <li>• Can make some links with stories and beliefs from different world faiths and own ideas.</li> </ul>  |  |  |
| <b>End of Year 2</b>                    | <ul style="list-style-type: none"> <li>• Identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>• Give examples of how stories show what people believe (e.g. the meaning</li> </ul>  | <ul style="list-style-type: none"> <li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>• Give examples of ways in which believers put their beliefs into practice</li> </ul> | <ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>• Give a good reason for the views they have and the connections they make.</li> </ul>  |  |  |

## Religious Education Curriculum Progression in Skills

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|                      | <ul style="list-style-type: none"> <li>behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>  |  | <ul style="list-style-type: none"> <li>Talk about what they have learned</li> </ul>  |
| <b>End of Year 3</b> | <ul style="list-style-type: none"> <li>Identify core beliefs and concepts studied and give a simple description of them</li> <li>Make some links between texts/sources of authority and the key concepts studied.</li> <li>Offer some suggestions about what texts/sources of authority might mean</li> </ul>  | <ul style="list-style-type: none"> <li>Describe how people show their beliefs in how they worship.</li> <li>Make some links between stories, teachings and concepts studied and how people live.</li> </ul>  | <ul style="list-style-type: none"> <li>Make some links between the stories and teachings studied and life in the world today, expressing some ideas of my own.</li> <li>Ask questions about how the beliefs and practices studied might make a difference to how pupils live.</li> </ul>   |
| <b>End of Year 4</b> | <ul style="list-style-type: none"> <li>Identify and describe clearly the core beliefs and concepts studied</li> <li>Make clear links between texts/sources of authority and the key concepts studied</li> <li>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> </ul> | <ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice</li> </ul> | <ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul> |

## Religious Education Curriculum Progression in Skills

### Developing knowledge, skills and attitudes through Religious Education

| RE teaching is intended to develop these skills   | Examples of progression from 5–16. Pupils will be increasingly able to  |
|---|---|
| <p><b>Investigating</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ asking relevant questions</li> <li>▪ knowing how to use different types of sources as ways of gathering information</li> <li>▪ knowing what may constitute evidence for understanding religion(s).</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ Ask increasingly deep and complex questions about religion</li> <li>▪ Use a widening range of sources to pursue answers</li> <li>▪ Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity</li> <li>▪ Evaluate a range of responses to the questions and issues they study.</li> </ul>                |
| <p><b>Reflecting</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ reflecting on religious beliefs and practices and ultimate questions</li> <li>▪ reflecting upon feelings, relationships, and experiences</li> <li>▪ thinking and speaking carefully about religious and spiritual topics.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Describe how action and atmosphere makes them feel</li> <li>▪ Experience the use of silence and thoughtfulness in religion and in life</li> <li>▪ Take increasing account of the meanings of experience and discern the depth of questions religion addresses</li> <li>▪ Respond sensitively and with insight to religious and spiritual phenomena and their meanings.</li> </ul>          |
| <p><b>Expressing</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ explaining concepts, rituals and practices</li> <li>▪ identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.</li> </ul>                                 | <ul style="list-style-type: none"> <li>▪ Explain what words and actions might mean to believers</li> <li>▪ Articulate their own reactions and ideas about religious questions and practices</li> <li>▪ Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative</li> <li>▪ Explain in words and other ways their own responses to matters of deep conviction.</li> </ul> |
| <p><b>Interpreting</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ drawing meaning from, for example artefacts, works of art, poetry</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Say what an object means, or explain a symbol</li> <li>▪ Use figures of speech or metaphors to speak creatively about</li> </ul>   |

## Religious Education Curriculum Progression in Skills

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| <p>and symbols</p> <ul style="list-style-type: none"> <li>▪ interpreting religious language</li> <li>▪ suggesting meanings of religious texts.</li> </ul>  | <p>religious ideas</p> <ul style="list-style-type: none"> <li>▪ Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted</li> <li>▪ Clarify and express the role of interpretation in religion and life.</li> </ul>   |
| <p><b>Empathising</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>▪ developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>▪ seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.</li> </ul> | <ul style="list-style-type: none"> <li>▪ See with sensitivity how others respond to their actions, words or behaviour</li> <li>▪ Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts</li> <li>▪ Imagine with growing awareness how they would feel in a different situation from their own</li> <li>▪ Identify thoughtfully with other people from a range of communities and stances for life.</li> </ul> |

| RE teaching is intended to develop these skills  | Examples of progression from 5–16. Pupils will be increasingly able to  |
|--|---|
| <p><b>Applying</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ using RE learning in new situations</li> <li>▪ making the association between religions and individual community, national and international life</li> <li>▪ identifying key religious values and their connections with secular values.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Recognise religious materials and take note of their details and style</li> <li>▪ See links and simple connections between aspects of religions</li> <li>▪ Make increasingly subtle and complex links between religious material and their own ideas</li> <li>▪ Apply learning from one religious context to new contexts with growing awareness and clarity</li> <li>▪ Synthesise their learning from different religious sources and their own ideas.</li> </ul> |
| <p><b>Discerning</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ developing insight into personal experience and religion</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Experience the awe and wonder of the natural world and of human relationships</li> </ul>   |

## Religious Education Curriculum Progression in Skills

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ exploring the positive and negative aspects of religious and secular beliefs and ways of life</li> <li>▪ relating learning to life</li> <li>▪ making thoughtful judgements about the personal value of religious beliefs and practices.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Be willing to look beyond the surface at underlying ideas and questions</li> <li>▪ Weigh up the value religious believers find in their faith with insight, relating it to their own experience</li> <li>▪ Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.</li> </ul>  |
| <p><b>Analysing</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ distinguishing between opinion, belief and fact</li> <li>▪ distinguishing between the features of different religions</li> <li>▪ recognising similarities and distinctiveness of religious ways of life.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ See what kinds of reasons are given to explain religious aspects of life</li> <li>▪ Join in discussion about issues arising from the study of religion</li> <li>▪ Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue</li> <li>▪ Analyse the religious views encountered with fairness, balance, empathy and critical rigour.</li> </ul>   |
| <p><b>Synthesising</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ linking significant features of religion together in a coherent pattern</li> <li>▪ connecting different aspects of life into a meaningful whole</li> <li>▪ making links between religion and human experience, including the pupil's own experience.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Notice similarities between stories and practices from religions</li> <li>▪ Use general words to describe a range of religious practice and teaching</li> <li>▪ Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions</li> <li>▪ Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.</li> </ul> |
| <p><b>Evaluating</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ debating issues of religious significance with reference to experience, evidence and argument</li> <li>▪ weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> <li>▪ drawing conclusions which are balanced, and related to evidence, dialogue and experience.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Talk about what makes people choose religious ways of life</li> <li>▪ Describe how religious people show the importance of symbols, key figures, texts or stories</li> <li>▪ Weigh up with fairness and balance the value they see in a range of religious practices</li> <li>▪ Evaluate skilfully some religious responses to moral issues, and their own responses.</li> </ul>  |

## Religious Education Curriculum Progression in Skills

### Developing attitudes

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to Religious Education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following attitudes are to be fostered through the Diocesan Syllabus:

#### a) **Curiosity and wonder** – in RE this includes:

- developing imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their interest in and capacity to respond to questions of meaning and purpose
- exploring the nature of religious practices and teachings
- being willing to look carefully at ‘the other’ and be open to learning from it
- following mysterious and profound lines of thinking through, to see where they lead.

#### b) **Commitment** – in RE this includes:

- understanding the importance of commitment to a set of values by which to live one's life
- willingness to develop a positive approach to life
- the ability to learn, while living with certainty and uncertainty.

#### c) **Fairness** – in RE this includes:

- listening to the views of others without prejudging one's response
- careful consideration of other views
- willingness to consider evidence, experience and argument
- readiness to look beyond surface impressions
- developing the courage to pursue fairness.

#### d) **Respect** – in RE this includes:

- being sensitive to the feelings and ideas of others and learning to disagree well
- developing skills of listening and a willingness to learn from others, even when others’ views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society

## Religious Education Curriculum Progression in Skills

- being prepared to recognise and acknowledge their own bias
- recognising the rights of others to hold their own views
- avoidance of ridicule
- discerning between what is worthy of respect and what is not
- appreciation that religious convictions are often deeply felt.

### **e) Self-understanding** – in RE this includes:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self worth
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people
- developing the capacity to discern the personal relevance of religious questions
- deepening awareness of the role of belief and tradition in identity and culture.

## Religious Education Curriculum Progression in Skills

### f) **Open mindedness** – in RE this includes:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- developing the confidence in one's own identity to appreciate the identity of others
- willingness to seek new truth through learning
- openness to points of view different from one's own.

### g) **Critical mindedness** – in RE this includes:

- a willingness to examine ideas, questions and disputes about religious and spiritual questions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith
- the development of attitudes that distinguish between such things as superstition or prejudice and such things as conviction, personal commitment and faith
- the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions.

### h) **Enquiry** - in RE this includes:

- a willingness or desire to consider ideas of truth or truths
- developing a personal interest in ultimate or metaphysical questions
- an ability to live with ambiguities and paradox
- the desire to search for the meaning of life
- being prepared to reconsider existing views critically
- being prepared to acknowledge bias and prejudice in oneself
- willingness to value insight and imagination as ways of perceiving reality.

## Religious Education Curriculum Progression in Skills

### What do pupils learn in RE? Context and Content of Religious Education

#### Key question overview

| Religion/belief  | FS (Discovering)   | KS1 (Exploring)   | Lower KS2 (Connecting)   | Upper KS2 (Connecting)  | KS3 (Applying/Interpreting)  |
|--|--|---|--|---|--|
|  | <b>Christianity and local beliefs</b>  | <b>Christianity, and Judaism or Islam</b>   | <b>Christianity either Judaism or Islam and either Hinduism or Sikhism</b>   |   | <b>Christianity plus three religions, from Buddhism, Hinduism Islam, Judaism or Sikhism</b>  |
| <b>Christianity</b><br>(Questions from Understanding Christianity) | F1 Why is the word God so important to Christians?<br>F2 Why do Christians perform nativity plays at Christmas?<br>F3 Why do Christians put a cross in an Easter garden? | 1.1 What do Christians believe God is like?<br>1.2 Who made the world?<br>1.3 Why does Christmas matter?<br>1.4 What is the good news that Jesus brings?<br>1.5 Why does Easter matter? | L2.1 What do Christians learn from the Creation story?<br>L2.2 What is it like to follow God?<br>L2.3 What is the Trinity? (Incarnation and God)<br>L2.4 What kind of world did Jesus want?<br>L2.5 Why do Christians call the day Jesus died 'Good Friday'?<br>L2.6 When Jesus left, what next? | U2.1 What does it mean if God is holy and loving?<br>U2.2 Creation and science: conflicting or complementary?<br>U2.3 How can following God bring freedom and justice?<br>U2.4 Was Jesus the Messiah?<br>U2.5 What would Jesus do?<br>U2.6 What did Jesus do to save human beings? [Y5]<br>U2.7 What difference | 3.1 If God is Trinity, what does that mean for Christians?<br>3.2 Should Christians be greener than everyone else?<br>3.3 Why are people good and bad?<br>3.4 Does the world need prophets today?<br>3.5 What do we do when life gets hard?<br>3.6 Why do Christians believe Jesus is God on Earth?<br>3.7 What is so radical about Jesus? |

## Religious Education Curriculum Progression in Skills

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|                 |  |  |   | does the Resurrection make for Christians? [Y6]<br>U2.8 What kind of king is Jesus? | 3.8 Saving the world: What kinds of salvation do Christians believe in?<br>3.9 What do Christians believe about God's heavenly kingdom and life after death? |
| <b>Buddhism</b> |  |  |   |   | 3.10 The Buddha: how and why do his experiences and teachings have meaning for people today?   |
| <b>Hinduism</b> |  |  | EITHER:<br>L2.7 What does it mean to be a Hindu in Britain today? |   | 3.11 Why don't Hindus want to be reincarnated and what do they do about it?  |
| <b>Islam</b>    | EITHER:<br>1.6 Who is Muslim and what do they believe?- differentiated for Reception | EITHER:<br>1.6 Who is Muslim and what do they believe? |   | EITHER: U2.9 What does it mean for Muslims to follow God?                           | 3.12 What is good and what is challenging about being a Muslim teenager in Britain today?  |
| <b>Judaism</b>  | OR:<br>1.7 Who is Jewish and how do they live? differentiated                        | OR:<br>1.7 Who is Jewish and how do they live?         |   | OR: U2.10 What does it mean for a Jewish person to follow God?                      | 3.13 What is good and what is challenging about being a Jewish teenager in the UK today?   |

## Religious Education Curriculum Progression in Skills

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|--|---------------------------------------|---|---|---|--|
|  | for Reception                         |   |   |   |  |
| <b>Sikhism</b>                                 |                                       |   | OR:<br>L2.8 What does it mean to be a Sikh in Britain today?                      |   | 3.14 How are Sikh teachings on equality and service put into practice today?     |
| <b>Secular/non-religious worldviews</b>        |                                       |   |   | U2.11 Why do some people believe in God and some people not?        | 3.15 What difference does it make to be an atheist or agnostic in Britain today? |
| <b>Thematic (including secular worldviews)</b> | F4 Being special: where do we belong? | 1.8 Who am I? What does it mean to belong?                                    | L2.9 What are the deeper meanings of festivals?                                   | U2.12 What will make our city/town/village a more respectful place? | 3.16 Good, bad; right, wrong: how do I decide?                                   |
|  | F5 Which places are special and why?  | 1.9 What makes some places sacred to believers?                               | L2.10 How and why do believers show their commitments during the journey of life? | U2.13 Why is pilgrimage important to some religious believers?      | 3.17 How far does it make a difference if you believe in life after death?       |
|  | F6 Which stories are special and why? | 1.10 How should we care for the world and for others, and why does it matter? | U2.14 How do religions help people live through good times and bad times?         | 3.18 Why is there suffering? Are there any good solutions?          | F6 Which stories are special and why?  |
|  |                                       |   |   |   | 3.19 How can people express the spiritual through the arts?                      |

## Religious Education Curriculum Progression in Skills

### End-of-phase outcomes

| Teaching and learning approach  | End KS1<br>Pupils can...  | End lower KS2<br>Pupils can...  | End KS2<br>Pupils can...  | End KS3<br>Pupils can...   |
|---|---|---|---|--|
| <p><b>Element 1:</b><br/> <b>Making sense of beliefs</b><br/> <b>Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</b></p> | <ul style="list-style-type: none"> <li>• Identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>• Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>• Give clear, simple accounts of what stories and other texts mean to believers</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Identify and describe the core beliefs and concepts studied</b></li> <li>• <b>Make clear links between texts/sources of authority and the key concepts studied</b></li> <li>• <b>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</b></li> </ul> | <ul style="list-style-type: none"> <li>• Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>• Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>• Taking account of the context(s), suggest meanings for texts/sources of authority</li> </ul> | <ul style="list-style-type: none"> <li>• Give reasoned explanations of how and why the selected key beliefs and concepts are important within the religions studied</li> <li>• Explain how and why people use, interpret and make sense of texts/sources of authority differently</li> <li>• Show awareness of different methods of interpretation, and explain how appropriate</li> </ul> |

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|   |  |  | <p>studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</p>   | <p>different interpretations of texts/sources of authority are, including their own ideas</p>  |
| <p><b>Element 2: Understanding the impact</b><br/> <b>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</b></p> | <ul style="list-style-type: none"> <li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>• Give examples of ways in which believers put their beliefs into practice</li> </ul> | <ul style="list-style-type: none"> <li>• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• Describe how people show their beliefs in how they worship and in the way they live</li> <li>• Identify some differences in how people put their beliefs into practice</li> </ul> | <ul style="list-style-type: none"> <li>• Make clear connections between what people believe and how they live, individually and in communities</li> <li>• Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul> | <ul style="list-style-type: none"> <li>• Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in community (e.g. in different denominations, communities, times or cultures)</li> <li>• Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul> |

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|  |   |   |   | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| <p><b>Element 3:</b><br/> <b>Making connections Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</b></p> | <ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>• Give a good reason for the views they have and the connections they make.</li> <li>• Talk about what they have learned</li> </ul> | <ul style="list-style-type: none"> <li>• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• Give good reasons for the views they have and the connections they make</li> <li>• Talk about what they have learned and if they have</li> </ul> | <ul style="list-style-type: none"> <li>• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>• Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>• Consider and weigh up how ideas studied relate to their own experiences and experiences of the</li> </ul> | <ul style="list-style-type: none"> <li>• Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> <li>• Evaluate personally and impersonally how far the beliefs and practices studied help to make sense of the world</li> <li>• Respond to the challenges raised by questions of belief and practice in the world today and in their own lives, offering reasons and justifications for their responses</li> <li>• Account for how and why their thinking has or has</li> </ul> |

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|  |  | changed their thinking | world today, developing insights of their own and giving good reasons for the views they have and the connections they make <ul style="list-style-type: none"><li>• Talk about what they have learned, how their thinking may have changed and why</li></ul> | not changed as a result of their studies |
|--|--|------------------------|--|--|

## Religious Education Curriculum Progression in Skills

RE teaching and learning should enable pupils to:

|   |   |   |
|---|---|---|
| <p><b>A. Make sense of a range of religious and non-religious concepts and beliefs.</b></p> | <p><b>B. Understand the impact and significance of religious and non-religious beliefs.</b></p> | <p><b>C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</b></p> |
|---|---|---|

### End of Key Stage 1 outcomes

RE should enable pupils to

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Identify the core concepts and beliefs studied and give a simple description of what they mean</li> </ul> | <ul style="list-style-type: none"> <li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> </ul> | <ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas</li> </ul> |
| <ul style="list-style-type: none"> <li>• Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> </ul>     | <ul style="list-style-type: none"> <li>• Give examples of ways in which believers put their beliefs into action</li> </ul>   | <ul style="list-style-type: none"> <li>• Give a good reason for the views they have and the connections they make</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>                  |  | <ul style="list-style-type: none"> <li>• Talk about what they have learned</li> </ul>   |

## Religious Education Curriculum Progression in Skills

### End of Lower Key Stage 2 outcomes

RE should enable pupils to

| A. Make sense of a range of religious and non-religious concepts and beliefs.   | B. Understand the impact and significance of religious and non-religious beliefs.  | C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> </ul>   | <ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> </ul>                                     | <ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> </ul>         |
| <ul style="list-style-type: none"> <li>Make clear links between texts/sources of authority and the key concepts studied</li> </ul>  | <ul style="list-style-type: none"> <li>Describe how people show their beliefs in how they worship and in the way they live</li> </ul>  | <ul style="list-style-type: none"> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> </ul>                       |
| <ul style="list-style-type: none"> <li>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> </ul> | <ul style="list-style-type: none"> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul> | <ul style="list-style-type: none"> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul> |