

## Progression Map for Religious Education

### Purpose of study

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### Aims

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;  
identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;  
appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;  
express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;  
appreciate and appraise varied dimensions of religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;  
enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;  
articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

		RELIGIOUS EDUCATION					
		Beliefs and teachings (what people believe)	Practices and lifestyles (what people do)	Expression and language (how people express themselves)	Identity and experience (making sense of who we are)	Meaning and purpose (making sense of life)	Values and commitments (making sense of right and wrong)
EYFS		Talk about some religious stories: include using Godly Play.	Recognise features of religious life and practice relevant to children in each class.	Recognise religious symbols relevant to children in each class.	Talk about celebrations in their families.	Begin to understand and talk about our school values: how they apply them in their life (social scenarios).	
KS1	Y1	recount outlines of some religious stories	recognise features of religious life and practice	recognise some religious symbols and words	identify aspects of own experience and feelings, in religious material studied	identify things they find interesting or puzzling, in religious materials studied	identify what is of value and concern to themselves, in religious material studied
	Y2	retell religious stories and identify some religious beliefs and teachings	identify some religious practices, and know that some are characteristic of more than one religion	suggest meanings in religious symbols, language and stories	respond sensitively to the experiences and feelings of others, including those with a faith	realise that some questions that cause people to wonder are difficult to answer	respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong
LKS2	Y3	describe some religious beliefs and teachings of religions studied, and their importance	describe how some features of religions studied are used or exemplified in festivals and practices	make links between religious symbols, language and stories and the beliefs or ideas that underlie them	compare aspects of their own experiences and those of others, identifying what influences their lives	compare their own and other people's ideas about questions that are difficult to answer	make links between values and commitments, including religious ones, and their own attitudes or behaviour

	Y4	describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	show understanding of the ways of belonging to religions and what these involve	show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues
UKS2	Y5	explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	explain how selected features of religious life and practice make a difference to the lives of individuals and communities	explain how some forms of religious expression are used differently by individuals and communities	make informed responses to questions of identity and experience in the light of their learning	make informed responses to questions of meaning and purpose in the light of their learning	make informed responses to people's values and commitments (including religious ones) in the light of their learning
	Y6	make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.	explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.	compare the different ways in which people of faith communities express their faith.	discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply