


Progression of Religious Education

	End of KS1		End of LKS2	End of UKS2
	Engagement The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not.	Investigation The children are guided through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question.	Evaluation This lesson draws together the children's learning and their conclusions about the key question of that enquiry.	Expression Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.
<p>At Kings Cliffe Endowed Primary School we use the Discovery RE programme which allows us to fulfil the legal requirements of the agreed syllabus for Religious Education 2018 - 2022 in Northamptonshire.</p> <p>The aims and purpose of the syllabus:</p> <ul style="list-style-type: none"> · to develop religious literacy; · to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom; · to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures; · to develop attitudes of respect towards other people who hold views and beliefs different from their own; · to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom. <p>Our RE coverage aims to:</p> <ul style="list-style-type: none"> • Provoke challenging questions • Encourage pupils to explore their own beliefs • Enable pupils to build a sense of identify and belonging • Teach pupils to develop respect • Promote pupils to consider their responsibilities 				
Beliefs in teachings	Children begin to recall and name different beliefs associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children can: <ul style="list-style-type: none"> • Recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. 	Children can describe the key beliefs and teachings of the religions studied making some comparison between religions. Children expand on their knowledge of world religions from key stage 1. Children can: <ul style="list-style-type: none"> • Recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance. 	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of religions using appropriate language and vocabulary demonstrating respect and tolerance. Children can: <ul style="list-style-type: none"> • Recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems. 	
Rituals, ceremonies and lifestyle	Children begin to explore daily practices and rituals of religions identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experience. Children can: <ul style="list-style-type: none"> • Recognise name and describe religions artefacts, places and practices • Explain religious rituals and ceremonies and the meaning of them • Observe when practices and rituals are featured in more than one religions. 	Moving on from key stage 1 children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like through practices and rituals and what it might involve. Children begin to discuss their own views. Children can: <ul style="list-style-type: none"> • Identify religious artefacts and how they are involved in daily practices and rituals • Describe religious buildings and how they are used • Explain religious ceremonies and the importance for people's lives and sense of belonging. 	Children look at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from lower key stage 2 children have the opportunity to explore commitment in a religious and non-religious way. Children can: <ul style="list-style-type: none"> • Explain practices and life styles associated with belonging to a faith • Compare lifestyles of different faiths and give some reasons why some people within the same faith choose to adopt different lifestyles. 	

Expression of belief		<p>Children explore how meaning can come from religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can:</p> <ul style="list-style-type: none"> • Name religious symbols • Learn and retell important religious stories and suggest meanings in the story. 	<p>Children explore the expression of belief through a range of secondary sources. Children explore a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and the sources of wisdom from which they come. Children can:</p> <ul style="list-style-type: none"> • Identify religious symbolism • Look at holy texts and stories and explain the meaning • Express their beliefs in different forms with respect for others' beliefs and comparing beliefs 	<p>Children continue to explore the expressions of beliefs through secondary sources. Children move on to explore and understand different ways of life and expressing meaning. Children can explain the meaning of religious stories, sources of wisdom and the traditions from which they come. Children can:</p> <ul style="list-style-type: none"> • Explore religious symbolism • Explain some of the different ways individuals show their belief • Share their opinion or express their own belief with respect and tolerance for others.
Time to reflect		<p>Children to look at how an appreciation of religion plays an important role in the lives of some people. They make links to express identity and belonging and what is important to them. Children can:</p> <ul style="list-style-type: none"> • Identify things that are important to them in their lives • Ask questions about things that puzzle them • Understand that there are similarities and difference between people. 	<p>Children to look at how an appreciation of religion plays an important role in the lives of some people. They make links to express identity and belonging including links to communities they may belong to. They notice and respond with empathy and sensitivity to different views. Children can:</p> <ul style="list-style-type: none"> • Understand that personal experiences and feelings can influence their attitude and actions. • Offer suggestions about why religious leaders and followers have acted the way they have. • Ask questions that have no agreed answers and offer suggestions as answers to those questions • Understand that there are similarities and differences between people and can respect those differences. 	<p>Children to look at how an appreciation of religion plays an important role in the lives of some people. They make links to express identity and belonging including links to communities they may belong to. They notice and respond with empathy and sensitivity to different views. Children can then discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong, what is just and fair. Children can:</p> <ul style="list-style-type: none"> • Recognise and express feelings about their own identities and beliefs • Explain their own opinions about tricky concepts and questions • Explain why their answers may be different from someone else's and respond sensitively and with empathy.
Personal values		<p>Children look at and appreciate why values are an important aspect of their lives. Children are exposed to religious stories to understand actions and consequences and begin to make connections to their own lives and the choices they make. Children can:</p> <ul style="list-style-type: none"> • Look at how values affect a community and individuals • Explain how actions can affect other people • Understand that they have their own choices to make and begin to understand the concept of morals. 	<p>Children look at and appreciate why values are an important aspect of their lives. Children are exposed to religious stories to understand actions and consequences and begin to make connections to their own lives and the choices they make. Children begin to understand and make links to responsibility, British values and citizenship. Children begin to understand the concept of shared values and how a community can share values. Children can:</p> <ul style="list-style-type: none"> • Make informed choices and understand the consequence of choices. • Describe how shared values in a community can affect behaviour and outcome. • Discuss and give opinions on morals and values including their own. 	<p>Children look at and appreciate why values are an important aspect of their lives. Children are exposed to religious stories to understand actions and consequences and begin to make connections to their own lives and the choices they make. Children begin to understand and make links to responsibility, British values and citizenship. Children begin to understand the concept of shared values and how a community can share values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements. Children can:</p> <ul style="list-style-type: none"> • Explain why individuals and communities may have similar and differing values • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. • Express their own values why respecting the values of others.