

# RELIGIOUS EDUCATION

## KNOWLEDGE AND SKILLS PROGRESSION



AT1: LEARNING <u>ABOUT</u> RELIGION	AT2: LEARNING <u>FROM</u> RELIGION
How pupils develop their knowledge, skills and understanding with reference to: <ul style="list-style-type: none"> <li>beliefs, teachings and sources</li> <li>practices and ways of life</li> <li>forms of expression</li> </ul>	How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about: <ul style="list-style-type: none"> <li>identity and belonging</li> <li>meaning, purpose and truth</li> <li>values and commitments</li> </ul>

AT1: BELIEFS, TEACHINGS AND SOURCES					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
remember a Christian (Hindu, etc.) story and talk about it	tell a Christian (Sikh, etc.) story and say some things that people believe	describe what a believer might learn from a religious story	make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them
e.g. talk about the story of Diwali	e.g. tell the story of the birth of Jesus say that Christians believe in God	e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble	e.g. make links between Qur'anic and Biblical sources and Muslim and Jewish charities; e.g. connect some sayings of Jesus with different Christian beliefs about animals	e.g. compare different Jewish beliefs about the Messiah and say how different interpretations may come about, using biblical and other texts to illustrate their answers	e.g. complete a poster demonstrating two contrasting religious views on astrology and making reference to religious texts and teachings which support the alternative teachings

AT1: PRACTICES AND WAYS OF LIFE					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

use the right names for things that are special to Buddhists (Jews, etc)	talk about some of the things that that are the same for different religious people	describe some of the things that are the same and different for religious people	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies
e.g. say “That is a Church”, or “She’s praying” when my teacher shows me a picture	e.g. say that Christians and Sikhs both have holy books	e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books; e.g. note that Muslims and Christians both pray but in different ways	e.g. use some Pali or Sanskrit terms in describing two different Buddhist types of meditation; e.g. compare the way that Hindus and Buddhists might meditate	e.g. write an account of Hajj which explains why many Shi’a Muslims will go on to visit the tomb of Ali because they believe that he was the rightful successor to the Prophet Muhammad	e.g. prepare a guide for Anglican Christians on the celebration of Easter in the Orthodox Church, showing how resurrection belief is expressed in different ways

## AT1: FORMS OF EXPRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
recognise religious art, symbols and words and talk about them	say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about	use religious words to describe some of the different ways in which people show their beliefs	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers
e.g. say “That is a Star of David” when my teacher shows me a picture	e.g. say that the cross reminds Christians that Jesus died on a cross; e.g. say that some people dance, sing, recite for God	e.g. label a picture of Shiva Nataraja to show links with Hindu beliefs about God	e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there	e.g. produce a survey of different forms of creative religious expression and suggestions for similarities and	e.g. produce a booklet illustrating and explaining different sorts of symbolic expression involved in the life of a Buddhist monk or nun

				differences between them	
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## AT2: IDENTITY AND BELONGING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
talk about things that happen to me	ask about what happens to others with respect for their feelings	compare some of the things that influence me with those that influence other people	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples
e.g. talk about how I felt when my baby brother was born	e.g. say "Was Jonah hurt after being inside the big fish?"	e.g. talk about how Jesus influenced his disciples and how friends influence them	e.g. write an imaginary interview with a member of a minority religious community, referring to the beliefs which sustain them	e.g. write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community	e.g. write a news report on different Sikh attitudes to aspects of 'British' culture, explaining how Sikh views of human nature and society affect their views

## AT2: MEANING, PURPOSE AND TRUTH

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
talk about what I find interesting or puzzling	talk about some things in stories that make people ask questions	ask important questions about life and compare my ideas with those of other people	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth

e.g. say “I like the bit when Krishna helped his friend”	e.g. say “It was mysterious when God spoke to Moses”	e.g. ask why many people believe in life after death, give their view and compare with a particular religious view	e.g. write some questions about life after death and provide answers that refer to resurrection and reincarnation	e.g. write a short story which raises questions about what is ‘true’ and which relates to their own personal search for meaning in life	e.g. produce a booklet of ideas about the ‘Good Life’ with reference to religious and non-religious points of view and their own conclusions
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## AT2: VALUES AND COMMITMENTS

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
talk about what is important to me and to other people	talk about what is important to me and to others with respect for their feelings	link things that are important to me and other people with the way I think and behave	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others’ lives	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me
e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel	e.g. say “I agree with the rule about not stealing as stealing is not fair”	e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering	e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made	e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others’ lives	e.g. produce an e-media presentation on religious views of ‘terrorism’ with reference to religious and non-religious points of view and their own conclusions