

## RE - Skills and Knowledge Progression

	Key Stage 1	Key Stage 2
<b>Know about and understand religions and worldviews.</b>	<p>Pupils should be taught to:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>	<p>Pupils should be taught to:</p> <p>A1. Describe and make connections between different features of the religions and worldwide views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>

**Express ideas and insights into religions and worldviews.**

B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;

B3. Notice and respond sensitively to some similarities between different religions and worldviews

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith and belief, suggesting why belonging to a community may be valuable, both in the diverse communities being Studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

**Gain and deploy the skills for learning from religions and worldviews**

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;

C2. Find out about and respond with ideas to examples of cooperation between people who are different;

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

C1. Discuss and present thoughtfully their own and others views on challenging questions about belonging meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.

C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

C3. Discuss and apply their own and others ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## The breadth of study in RE

During the Key stage ,pupils should be taught the knowledge, skills and understanding through the following areas of study:

## The Themes of kS1 RE

- **Believing-** what people believe about God, humanity and the natural world.
- **story-** how and why some stories are sacred and important in religion
- **celebrations-**how and why celebrations are important in religion
- **symbols-**how and why symbols express religious meaning
- **belonging-**where and how people belong and why belonging is important
- **myself-**who I am and my uniqueness as a person in a family and community.

## The Themes of kS2 RE

- **beliefs and questions:**  
how peoples beliefs about God, the world and others impact on their lives.
- **teachings and authority:**  
what sacred texts and other sources say about God, the world and human life
- **worship ,pilgrimage and sacred places:**  
where, how and why people worship, including at particular sites.
- **the journey of life and death**  
why some occasions are sacred to believers, and what people think about life after death
- **symbols and religious expression:**  
how religious and spiritual ideas are expressed
- **Inspirational people:**  
Figures from whom believers find inspiration

•	<p><b>Experiences and opportunities for KS1 pupils</b></p> <ul style="list-style-type: none"><li>• Visiting places of worship and focusing on symbols and feelings.</li><li>• Listening and responding to visitors from local faith communities.</li><li>• Using their senses and having times of quiet reflection.</li><li>• Using art and design, music, dance and drama to develop their creative talents and imagination.</li><li>• Sharing their own beliefs, ideas and values and talking about their feelings and experiences.</li><li>• Beginning to use ICT to explore religions and beliefs found in</li></ul>	<ul style="list-style-type: none"><li>• <b>Religion, family and community:</b> How religious families and communities practise their faith, and the contributions this makes to local life</li><li>• <b>Beliefs in action in the world:</b> How religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment</li></ul>
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the local and wider community, for example through a 'virtual tour' of sacred places of religions studied.

### Experiences and opportunities for KS2 pupils

- **Encountering religion** through visitors and visits to places of worship virtual visits using ICT and focusing on the impact and reality of religion on the local and global community
- **Discussing** religious and philosophical questions, giving reasons for their own beliefs and those of others.
- **Considering** a range of human experiences and feelings
- **Reflecting** on their own and others insights into life and its origin, purpose and meaning
- **Expressing and communicating** Their own and other's insights through art and design, music, dance, drama and ICT
- **Developing the use of ICT for RE** particularly in enhancing pupils' awareness of religions and beliefs globally.

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