



Chase Side Primary School – Progression in Religious Education

Aims in RE: A progression grid	At the end of key stage 1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
<p>Know about and Understand A1.</p> <p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities</p>	<p>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>Describe and make connections between different features of the religious and non-religious worldviews 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>Know about and Understand A2.</p> <p>Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews</p>	<p>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>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>Know about and Understand A3.</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>	<p>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>
<p>Express and Communicate B1.</p> <p>Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>	<p>Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>
<p>Express and Communicate B2.</p> <p>Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>
<p>Express and Communicate B3.</p> <p>Appreciate and appraise varied dimensions of</p>	<p>Notice and respond sensitively to some similarities between different religious and non-religious worldviews;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences</p>



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religion		between different religions and worldviews;
<p>Gain and deploy skills C1.</p> <p>Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>	<p>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;</p>	<p>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;</p>
<p>Gain and deploy skills C2.</p> <p>Enquire into what enables different communities to live together respectfully for the wellbeing of all</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different;</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>
<p>Gain and deploy skills C3.</p> <p>Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

Progression in Language				
	FS2 (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.	Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship,



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				sacred text, devotion, prayer, worship, compassion, prejudice, persecution
Christianity	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape
Judaism	Moses Passover Torah Synagogue	Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah	Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid	Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.
Hindu Dharma	Schools choosing to go beyond the minimum number of religions for study in this syllabus: select age-appropriate key words for pupils to learn as they begin their studies of each religion.		Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma
Sikhi	Schools choosing to go beyond the minimum number of religions for study in this syllabus: select age-appropriate key words for pupils to learn as they begin their studies of each religion.			
Buddhism				
Non-religious worldviews	Non-religious	Humanist, Golden Rule, non-religious	Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'