

Progression of Religious Education

Subject content	<p>Through the teaching of RE, KS2 pupils will:</p> <ul style="list-style-type: none"> • develop religious literacy; • acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally, and globally; • develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures; • develop attitudes of respect towards other people who hold views and beliefs different from their own; • develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally, and globally • Throughout the RE curriculum pupils should be encouraged to explore religions and worldviews, engage with their knowledge, and reflect on their learning and their lives.
------------------------	--

<p style="text-align: center;">Assessment Progression Targets</p> <p>PT1 – Knowledge and understanding of religion and worldviews Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.</p>	<p style="text-align: center;">PT2 – Responding to religion and worldviews Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.</p>
--	--

Skills	Year 3	Year 4	Year 5	Year 6
PT1 - Knowledge and understanding of religion and worldviews	<p>Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview.</p> <p>Recount some religious and moral stories from at least three different sources of authority.</p> <p>Begin to understand that diversity exists within and between religions and worldviews.</p> <p>Use key words and vocabulary related all religions studied so far.</p>	<p>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</p> <p>Begin to compare the similarities of at least three different religious texts or stories.</p> <p>Begin to understand the diversity of belief in different religions, nationally and globally.</p> <p>Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews.</p>	<p>Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.</p> <p>Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.</p> <p>Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code.</p> <p>Articulate simple responses to ethical questions from the range of different religions and world views studied so far.</p>	<p>Make connections between different beliefs and practices of all religions and worldviews studied.</p> <p>Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.</p> <p>Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code.</p> <p>Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.</p>

<p style="text-align: center;">PT2 - Responding to religion and worldviews</p>	<p>Suggest and consider the impact of different beliefs and practices.</p> <p>Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.</p> <p>Ask and respond to questions about how individuals and faith communities live and why.</p> <p>Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.</p>	<p>Respond to meanings behind different beliefs and practices using the correct vocabulary.</p> <p>Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</p> <p>Express an informed view on the impact of diversity of faith and belief in our world.</p> <p>Begin to articulate and communicate connections between their own ideas and others.</p>	<p>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.</p> <p>Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.</p> <p>Express an informed view on the impact of diversity of faith and belief in our world. Relate this to own lives.</p> <p>Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.</p>	<p>Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.</p> <p>Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.</p> <p>Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.</p> <p>Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response.</p>
--	---	--	---	---

How will we implement RE in our school?

- We plan discrete teaching of **RE each half term** is delivered through whole school **RE theme days** (2 days per ½ term).
- We plan lesson and units of work using the **2023-2028 Agreed Syllabus for Cambridgeshire**.
- We ensure all units include pertinent questions to support enquiry and build upon previous units taught.
- We ensure a minimum of **45 hours of RE** is taught across the school year.
- Our children will be taught about **Christianity, five other world religions, humanism**, and an acknowledgement of other world views.
- We ensure that evidence of RE can be seen in individual **pupil RE books** and on Seesaw.
- Our children will **visit local places of worship** to provide links with the local community and are made where possible.
- We have **visitors** from different faiths and world views are encouraged to visit.
- We ensure when a visit or visitor is not possible, the use of virtual tours and resources are used instead.
- We use **whole school collective worship** assemblies linked to religious/seasonal festivals and celebrations, e.g. Advent, Diwali, Harvest, Mothering Sunday, Easter etc