# The Federation of Snape and Thornton Watlass Primary Schools

# Progression Overview for Religious Education

**North Yorkshire Agreed Syllabus progression overview for 5-11s: outcomes**

| Aims in RE: A progression grid | At the end of KS1 most pupils will be able to: | At the end of KS2 most pupils will be able to: |
|---|---|---|
| **Know about & Understand**<br>A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities; | 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; | Describe and make connections between different features of the religions and world 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; |
| **Know about & Understand**<br>A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views; | 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; | 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; |
| **Know about & Understand**<br>A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning; | Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities; | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; |
| **Express and Communicate**<br>B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; | Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make; | Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities; |
| **Express and Communicate**<br>B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value; | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; | 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; |

Compassion ● Forgiveness ● Hope ● Justice ● Respect ● Honesty ● Love

| | | |
|---|---|---|
| **Express and communicate**<br>B3. Appreciate and appraise varied dimensions of religion; | Notice and respond sensitively to some similarities between different religions and world views; | Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views; |
| **Gain & deploy skills:**<br>C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; | 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; | 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; |
| **Gain & deploy skills:**<br>C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all; | Find out about and respond with ideas to examples of co-operation between people who are different; | 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; |
| **Gain & deploy skills:**<br>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives. | Find out about questions of right and wrong and begin to express their ideas and opinions in response. | 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. |

## Understanding Christianity progression overview for 5-11s: Outcomes

| | End KS1 (7) Pupils will be able to: | End lower KS2 (9) Pupils will be able to: | End KS2 (11) Pupils will be able to: |
|---|---|---|---|
| ELEMENT 1: Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians. | Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.<br><br>Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.<br><br>Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.<br><br>Give clear, simple accounts of what the texts mean to Christians. | Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.<br><br>Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.<br><br>Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.<br><br>Give clear, simple accounts of what the texts mean to Christians. | Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.<br><br>Identify at least five different types of biblical texts, using technical terms accurately.<br><br>Explain connections between biblical texts and the key concepts studied, using theological terms.<br><br>Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. |
| ELEMENT 2: Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in | Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.<br><br>Give at least three examples of how Christians put their beliefs into practice in church worship. | Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.<br><br>Describe how Christians show their beliefs in worship and in the way they live | Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.<br><br>Show how Christians put their beliefs into practice in different ways; for example, in different denominations. |

| | | | |
|---|---|---|---|
| diverse ways within the Christian community and in the world. | | | |
| ELEMENT 3:<br>Making connections<br>Evaluating, reflecting on and<br>connecting the texts and concepts<br>studied, and discerning possible<br>connections between these and<br>pupils' own lives and ways of understanding the world. | Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. | Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.<br><br>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. | Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.<br><br>Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. |