Burton Agnes CE Primary School

Progression in RE

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|  | **Foundation** | **KS1** | | **Year 3/4** | | **Year 5/6** | |
|  | **By end of EYFS** | **Year A** | **Year B** | **Year A** | **Year B** | **Year A** | **Year B** |
| **KNOWLEDGE**  **Substantive knowledge**  **‘What we know’** | Can they talk about what makes them/others special?  Can they recognise and name a local place of worship and the name of the community that worships there?  Can they name religious artefacts that are used in a ceremony and understands why the artefact is special?    Can they say why Christmas and other festivals are special?  Can they describe their own feelings and begin to understand the feelings of others?  Can they explain why different religious artefacts are special and say the significance of them to religious faiths?  Can they share their own feelings about different festivals and reflect on these experiences? | **1.1** Can they name some of the symbols, artefacts and rules; and describe similarities between faith groups?  Can they say what it means to belong?  Can they describe important features of a place of worship?  Can they say why a local place of worship is important for many people? | **2.1** Can they say what is right and wrong and respond respectfully and sensitively?  Can they recognise differences between school rules and religious rules? | **4.3** Can they present ideas about the origin of the universe?  Can they offer reasons as why it is important to look after the Earth?  Can they describe what different religions say about the attributes of god? | **3.1** Can they compare the ways in which religious festivals are celebrated in the community and across the world?  Can they explain the link between the rituals associated with celebrations and the stories behind them? | **6.1** Can they explain their hopes and dreams for a just community and a just world?  Can they discuss barriers to reconciliation and harmony and the power of forgiveness? | **5.1** Can they identify the importance of symbolism in the expression of beliefs?  Can they describe the different forms of worship and spiritual expression and explain where they might take place? |
| **3.2** Can they recognise key events in the lives of faith founders and the impact they have made?  Can they describe and make links between the teaching of different faith founders? |
| **1.3** Can they recall Christian/Islam beliefs about God and creation stories, adding details?  Can they retell the Christian creation story with relevant vocabulary and say where the story comes from?  Can they discuss ways to care for the world? |
| 5 **.2** Can they identify the origins and make connections between different faith teachings?  Can they give a considered response to the challenges of following a faith? |
| **6.2** Can they explain and give reasons about how personal milestones engender a sense of identity?  Can they discuss and give examples of how participating in rites of passage have an impact on religious communities? |
| **2.2** Can they explain what is meant by making a commitment?  Can they make links between key beliefs of two faiths, explaining the beliefs represented by symbols and artefacts?  Can they identify belief and commitment in faith stories?  Can they describe ways religious beliefs have helped a famous person commit their life to a cause or career? | **4.2** Can they explain what prompts people to commit an ethical cause?  Can they explain and give reasons to why a person of faith devoted themselves to a cause?  Can they give examples of altruistic actions in the community? |
| **5.3** Can they identify and explain why people may participate in a pilgrimage?  Can they describe and show understanding of actions carried out by a pilgrim? |
| **6.3** Can they debate different faith views about the purpose of life? Can they compare different possible answers and contrast with a secular view?  Can they explain and give examples of how people of different faiths respond to the question ‘who is God?’ |
| **3.3** Can they describe the milestones in life for different religions and respond to the way in which they offer a sense of identity and belonging?  Can they recognise what makes a place sacred and recognise reasons why? |
| **4.1** Can they explain what makes a community?  Can the describe the contributions of a religious group to their community? |
| **1.2** Can they describe which holy  books are special to different religions?  Can they recall important features of a place of worship and say how they are used?  Can they say why a local place of worship is important?  Can they recognise which holy books are special to different religions? |
| **2.3** Can they describe what different religions believe about god?  Can they suggest some big questions from different religious perspectives? |
| **UNDERSTANDING**  **Disciplinary knowledge**  **Specialist skills**  **‘How we know’**  **Social sciences**  **Theology**  **Philosophy** |  | **1.1** Can they reflect on what is special to themselves and others?  Can they explain how a person shows religion in their life?  Can they say why religious people celebrate an important life event? | **2.1** Can they say how people decide what is right and wrong?  Can they describe what faith stories say about the value of each individual?  Can they describe what are the special rules that people follow? | **4.3** Can they ask what is the ultimate question?  Can they say how the universe began?  Can they give reasons as to why it is important to look after the Earth?  Can they give an answer to ‘Who is God?’ | **3.1** Can they say what the value is in participating in a religious festival or ritual?  Can they understand the significance of religious festivals and rituals? | **6.1** Can they say what is the meaning of justice and freedom?  Can they say why should people be good?  Can they explain what religions teach about forgiveness and reconciliation? | **5.1** Can they understand how believers’ worship?  Can they say how people express their beliefs? |
| **3.2** Can they say of the lives of faith founders influence believers?  Can they say what key religious figures teach? |
| **6.2** Can they say which religious rituals show identity and belonging for different traditions?  Can they describe the value of participating in a religious festival or ritual? |
| **6.3** Can they say what is the ultimate question?  Can they answer ‘who is God?’ |
| **5.2** Can they say what key religious figures teach?  Can they describe how the lives of faith founders influence believers? |
| **4.2** Can they describe how commitment is demonstrated in the lives and work of significant people of faith?  Can they say what motivates faith believers to get involved in different causes? |
| **5.3** Can they say what is the value of participating in a religious festival or ritual?  Can they describe what makes a place sacred?  Can they say why people of a faith make a pilgrimage? |
| **2.2** Can they describe what people of faith believe?  Can they describe different ways in which people of faith express their beliefs? | **3.3** Can they say what makes a place sacred?  Can they describe which religious rituals show identity and belonging for different traditions?  Can they say how people express their beliefs? |
| **4.1** Can they say how religious values provide rules for living? |
| **1.3** Can they say why creation stories are important to faith members?  Can they say how different faiths say the world should be cared for? |
| **1.2** Can they say why people of faith make promises?  Can they say how and why people of faith worship?  Can they say how a place of worship is used?  Can the describe what makes a holy book special? |
| **2.3** Can they explore life’s big questions?  Can they explore who is god to people of faith? |
| **REFLECT AND RESPONSE.**  **Personal Knowledge**  **‘What we believe’** |  | **1.1** Can they respond and express feelings about belonging to groups at school, home and elsewhere?  Can they talk about how belonging to a faith that gives members a sense of identity? | **2.1** Can they say how they feel when they make the right or wrong choice?  Can they say what they can do if they have made the wrong choice?  Can they discuss what there is more room in the world for (kindness etc)? | **4.3** Can they identify something in the natural world that gives them a sense of awe and wonder?  Can they discuss the concept of ‘man’s’ responsibility to share the world’s resources?  Can they reflect on stories, songs and psalms of creation?  Can they consider the shape of the individual footprint people leave on the Earth? | **3.1** Can they reflect on the meaning of the stories which underpin the festivals of remembering?  Can they talk about feelings after participating in remembrance?  Can they say how they wish to be remembered?  Can they respond to music linked to both happy and sad occasions? | **6.1** Can they say what  freedom means to them and their life?  Can they describe what it takes to make a just society?  Can they say why peacemakers act as they do?  Can they reflect on how forgiveness and reconciliation can change the lives of both victim and perpetrator? | **5.1** Can the reflect on a collection of symbols and artefacts; what do these say about the person ho uses them?  Can they reflect on the feelings that different forms of religious expression create; such as joy, hope, unity, belonging and peace? |
| **2.2** Can they reflect as to why Jesus is inspirational to Christians today?  Can they say why a key figure is inspirational to members of another faith?  Can they understand where their beliefs and values come from?  Can they say how they share and show their beliefs and commitment? |
| **3.2** Can they share thoughts and feelings when hearing the teaching in a story from a holy book?  Can they express thoughts about whether the teaching of faith founders can change lives for the betters and guide followers? |
| **6.2** Can they think about the importance of celebrating the milestones of life and the ways they may engender a sense of belonging and identity?  Can they describe how making a milestone, helps people to make transitions? |
| **5.2** Can they understand how a belief influences actions and how do actions influence beliefs?  Can they describe what inspired and influence their life? How does it show in the way they live and what they do? |
| **4.2** Can they reflect on the saints and heroes of a local community, national and global level?  Can they say who or what inspires us and explain why?  Can they consider the significance of a local saint or person and the long-term impact of that person? |
| **6.3** Can they identify what makes some questions ultimate? Can they reflect on big questions in life?  Can they share their hopes and dreams and aspirations for the future and for the world? |
| **1.3** Can they reflect on different ways in which people express ideas about creations?  Can they appreciate the uniqueness in creation and the diversity of the natural world? |
| **5.3** Can they reflect on why a pilgrimage is different from any ordinary journey?  Can they reflect on feelings experiences by pilgrims and the impact of pilgrimage of their life? |
| **2.3** Can they suggests their own answers to big questions? Can they share new ones and try to answer each one?  Can do describe how we should care for this world?  Can they state how people can make a difference? |
| 3.3 Can they reflect on feelings of faith members in a sacred place?  Can they record personal responses when visited special places?  Can they express thoughts about the importance of rituals for faith members?  Can they think about the different it makes to celebrate milestones of life in a sacred place? |
| **1.2** Can they talk about feelings when watching or participating in an act of worship? |
| **4.1** Can they say how a set of religious of non-religious beliefs provide a code for living?  Can they understand what freedom of chose a believer has?  Can they say why may unite religious communities? |
| **Christmas / Easter** |  | Can they say which festivals are important to faith members?  Can they say how faith members celebrate them?  Can they describe traditions linked to religious festivals?  Can they say what stories are told at different religious festivals?  Can they suggest reasons why festivals are important?  Can they talk about how stories are celebrated at different religious festivals? | | Can they identify the significance of religious festivals and rituals?  Can they identify the stories celebrated at festivals from different faiths?  Can they explain the meaning behind the celebration of festivals and rituals from different faiths?  Can thy say how people express their beliefs?  Can they identify symbols and artefacts for at least two different faiths?  Can they explain how artefacts and symbols express the beliefs of faith members?  Can they recognise the different forms of religious and spiritual expressions/ | | Can they say how the lives of faith finders influence believers?  Can they identify key events in the lives of faith founders and their impact on those around them?  Can they explain the relevance of different faith founders for their followers today?  Can they say what the value is of participating in a religious festival or ritual?  Can they compare the experiences of participating in a religious festivals or ritual?  Can they compare the experience of participating in a religious festival or celebration around the world?  Can they reflect and share how religious celebrations and rituals have an impact on the community? | |