



# Staple Grove Church School RE Progression Document (Understanding Christianity and AMV Somerset)

Values	Courage	Respect	Friendship	Truthfulness	Thankfulness	Perseverance
Christian Festivals	Autumn-Harvest- 30 <sup>th</sup> Sept and Christmas 25 <sup>th</sup>		Spring - Easter		Summer- Pentecost	
Big Questions? in red	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Special Me. Who are we? Old Unit 1 (AMV)	F1- UC Incarnation (link to Christmas) Big Question: Why do Christians perform the Nativity at Christmas? F2 - AMV What are special times? (lessons 1-4) Christianity and Judaism	F1- UC God Why is the Word God so important to us? / Creation Why is God so important?	F3 - UC Salvation Why do Christians put a cross in an Easter garden?	How should we live our lives? (AMW) Unit 6 - Christianity	Why might a festival be important to a family? (AMV) Unit 2 Islam
Year 1	KS1 UC God 1.1 What do Christians believe God is like?	KS1 UC Incarnation (link to Christmas) 1.3 Why does Christmas matter to Christians?	Why are some stories special? (AMV) Unit 3a		Why are some places special? (AMV) Old Unit 7 - Hinduism	Why is our world special? (AMV) Old Unit 8 Christianity
Year 2	KS1 UC Creation 1.2 Who made the world?	How do we celebrate our journey through life? Unit 5 Christianity and Islam	UC Gospel 1.4 What is the good News Jesus brings?	UC Salvation 1.5 Why does Easter Matter to Christians?	Where do we belong? Unit 4 Islam and Judaism (AMV)	
Year 3	KS2- UC Creation / The Fall 2a.1 What do Christians learn from the creation story?	KS2 - UC Incarnation 2a.3 What is the Trinity?	KS2 - UC People of God 2a.2 What is it like to follow God?	What is important to me? Old unit 1 Christianity and Judaism AMV)	Why do religious books and teachings matter? Old unit 3 Islam (AMV)	
Year 4	KS2 -UC Gospel 2a.4 What kind of World did Jesus want?	What can we learn from the life and teaching of Jesus? (AMV) Unit 2 Christianity	KS2- UC Salvation 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	KS2 - UC Kingdom of God 2a.6 When Jesus left, what was the impact of Pentecost?	What does it mean to belong to a religion? Old unit 12 - Judaism (AMV)	
Year 5	KS2 -UC God 2b.1 What does it mean if God is holy and	KS2- UC Incarnation 2b.4 Was Jesus the Messiah?	How should we live our lives? Unit 9 Christianity and Islam (AMV)	KS2- UC Gospel 2b.5 What would Jesus	What does it mean to belong a religion? Old Unit 10 - Hinduism (AMV)	

	loving?			do?	
Year 6	<b>Why are some journeys and places special?</b> <i>Unit 5 - Christianity and Islam (AMW)</i>	KS2 - UC Salvation 2b.7 <b>What did Jesus do to save human beings?</b>	Humanism - 2 lessons only <b>What matters most?</b> Lesson 1 <b>How do Humanists Live?</b> Lesson 2 (use AMV Somerset type in Humanism)	The Torah - <b>What is Tenach?</b> Jewish Scriptures (AMV) 2.7b Upper KS2 - Judaism	

Loops of learning:

2/3 Christianity

Revisiting other world religions:

Judaism
Islam
Hinduism

### Religious Education

#### Progression of skills

	Learning about religions. (Knowledge and understanding of:)				Learning from religions. (Response, evaluation, application and questions of:)		
Generic skills	EYFS	Year 1 KS1	Year 2 KS1	Year 3 Lower KS2	Year 4 Lower KS2	Year 5 Upper KS2	Year 6 Upper KS2

<b>Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>• aware that festivals are special times for different people.</li> <li>• able to describe how people celebrate some religious festivals.</li> </ul>	recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs.	retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs.	make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs.	comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs.	explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed.	use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity within and between religions, beliefs and Cultures.
<b>Enquiring, investigating and interpreting</b>	<ul style="list-style-type: none"> <li>• They answer how and why questions about their experiences and in response to stories and events.</li> </ul>	<ul style="list-style-type: none"> <li>• identify what they find interesting and puzzling in life</li> <li>• recognise symbols and other forms of religious expression</li> </ul>	recognise that some questions about life are difficult to answer ask questions about their own and others' feelings and experiences <ul style="list-style-type: none"> <li>• identify possible meanings for</li> </ul>	investigate and connect features of religions and beliefs ask significant questions about religions and beliefs <ul style="list-style-type: none"> <li>• describe and suggest meanings</li> </ul>	gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs	suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and	identify the influences on, and distinguish between, different viewpoints within religions and beliefs <ul style="list-style-type: none"> <li>• interpret religions and beliefs from</li> </ul>

			symbols and other forms of religious expression	for symbols and other forms of religious expression	suggest meanings for a range of forms of religious expression, using appropriate vocabulary	beliefs, using relevant sources and evidence recognise and explain diversity within religious expression, using appropriate concepts.	different perspectives interpret the significance and impact of different forms of religious and spiritual expression
<b>Beliefs and teachings (what people believe)</b>	<ul style="list-style-type: none"> <li>be aware that other children belong to different groups.</li> </ul>	recount outlines of some religious stories	retell religious stories and identify some religious beliefs and teachings	describe some religious beliefs and teachings of religions studied, and their importance	describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
<b>Practices and lifestyles (what people do)</b>	<ul style="list-style-type: none"> <li>able to talk about a place, a special story or person belonging to a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>	<ul style="list-style-type: none"> <li>describe how some features of religions studied are used or exemplified in festivals and practices</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of the ways of belonging to religions and what these involve</li> </ul>	<ul style="list-style-type: none"> <li>explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</li> </ul>
<b>Expression and language (how people express themselves)</b>	<ul style="list-style-type: none"> <li>be aware that other people have places, times, books, objects and people that are special to them.</li> </ul>	<ul style="list-style-type: none"> <li>recognise some religious symbols and words</li> </ul>	<ul style="list-style-type: none"> <li>suggest meanings in religious symbols, language and stories</li> </ul>	<ul style="list-style-type: none"> <li>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> </ul>	<ul style="list-style-type: none"> <li>show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols,</li> </ul>	<ul style="list-style-type: none"> <li>explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>compare the different ways in which people of faith communities express their faith.</li> </ul>

					stories and language		
<b>Identity and experience (making sense of who we are)</b>	<ul style="list-style-type: none"> <li>• show a range of feelings in response to their experiences.</li> <li>• able to talk about the groups they belong to.</li> <li>• respond with increasing sensitivity and responsibility to the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• identify aspects of own experience and feelings, in religious material studied.</li> </ul>	<ul style="list-style-type: none"> <li>• respond sensitively to the experiences and feelings of others, including those with a faith.</li> </ul>	<ul style="list-style-type: none"> <li>• compare aspects of their own experiences and those of others, identifying what influences their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> </ul>	<ul style="list-style-type: none"> <li>• make informed responses to questions of identity and experience in the light of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
<b>Meaning and purpose (making sense of life)</b>	<ul style="list-style-type: none"> <li>• able to describe some features of a special place or a book or stories.</li> <li>• able to talk about their special places, books, objects and people.</li> <li>• able to talk about their own times of celebration.</li> </ul>	<ul style="list-style-type: none"> <li>• identify things they find interesting or puzzling, in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>• realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• compare their own and other people's ideas about questions that are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>	<ul style="list-style-type: none"> <li>• make informed responses to questions of meaning and purpose in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
<b>Values and commitments (making sense of right and wrong)</b>		<ul style="list-style-type: none"> <li>• identify what is of value and concern to themselves, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>• respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>	<ul style="list-style-type: none"> <li>• make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</li> </ul>

## **SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION**

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

### **Investigation**

This includes:

- asking relevant questions;
- knowing how to use a variety of sources in order to gather information;
- knowing what may count as good evidence in understanding religion(s)

### **Interpretation**

This includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

### **Reflection**

This includes:

- the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

### **Empathy**

This includes:

- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

### **Evaluation**

This includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

### **Analysis**

This includes:

- distinguishing between opinion, belief and fact;
- recognizing bias, caricature, prejudice and stereotyping;
- distinguishing between the features of different religions.

### **Synthesis**

This includes:

- linking significant features of religion(s) together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

### **Application**

This includes:

- making links between religion and individual, community, national and international life;
- identifying key religious values and their links with secular values.

### **Expression**

This includes:

- the ability to articulate ideas, beliefs and values;
- the ability to respond to religious ideas, beliefs and questions through a variety of media.

### **Self-understanding**

This includes:

- the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

**RE makes a significant contribution to five of these six essentials for learning in the following ways:**

RE can help pupils to:

- acquire and develop a specialist vocabulary;
- communicate their ideas with depth and precision;
- listen to the views and ideas of others, including people from religious traditions;
- be enthusiastic about the power and beauty of language, recognizing its limitations;
- develop their speaking and listening skills when considering religious beliefs and ideas and
- articulating their responses;
- read, and interpret at an appropriate level, sacred texts;
- write in different styles such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas;
- evaluate clearly and rationally, using a range of reasoned, balanced arguments.

**Of all the key areas in the curriculum, English, in many ways, is the one RE has the strongest connections with. In terms of speaking and listening, learning in RE can help pupils to:**

- listen well to the viewpoints of others;
- structure ideas and viewpoints clearly;
- make relevant comments on their learning in RE;
- articulate their own views and ideas using reasoned arguments;
- use specialist vocabulary with increasing accuracy and fluency.

**In terms of reading RE can help pupils to:**

- explore a range of key stories, teachings and sayings from different religions, considering their meanings
- and the ways in which they have been interpreted;
- distinguish between facts, opinions and beliefs;
- make connections between different parts of a text;
- consider viewpoints and arguments carefully;
- reflect on how the contemporary media conveys the place of religion in the world e.g. Newspapers, magazines, articles, leaflets, advertisements;
- consider how and why texts have been influential and significant;
- compare texts, looking at style, theme and language, identifying connections;
- reflect on how ideas, values and emotions are explored and portrayed.

**In terms of writing RE can help pupils to:**

- use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs;
- present material clearly, using appropriate layout, illustrations and organisation;
- develop logical arguments and cite evidence;
- analyse critically their own and others' writing;
- use specialist vocabulary accurately and consistently;
- use a variety of writing styles e.g. diaries, poetry and structured essays to convey their learning in RE.

**ICT CAPABILITY**

RE can help pupils to:

- make appropriate use of the internet or CD-ROM sources to investigate, analyse and evaluate aspects of religious beliefs and practices, ultimate questions and ethical issues;
- use email or video conferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life;
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion;
- use writing support and concept-mapping software to organise ideas and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions;





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- use equipment such as digital cameras and videos, to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

**LEARNING and THINKING SKILLS**

**RE can help pupils to:**

- investigate beliefs, practices and ways of life using resources effectively and developing knowledge and understanding;
- think creatively, sharing their own thoughts and conclusions, reflecting on how religions and beliefs express key beliefs and teachings in a variety of ways;
- investigate, reflect on and evaluate important question of meaning;
- communicate both ideas and values in religion and belief and their own thoughts and ideas, interacting with different audiences and using a range of media;
- evaluate the place and significance of religion and belief in today's world, developing their own views, using reasoned and thoughtful arguments.

**PERSONAL and EMOTIONAL SKILLS**

**RE can help pupils to:**

- identify their strengths and areas for improvement in their learning in RE be aware of both their own feelings and those of others, especially people from different faiths and beliefs;
- reflect on their experiences and how these might relate to their learning in RE;
- work both independently and collaboratively with others;
- demonstrate perseverance in their learning in RE especially when faced with challenging concepts and ideas.

**SOCIAL SKILLS**

**RE can help pupils to:**

- listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs;
- show both empathy and critical awareness;
- consider their rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings.



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