

Religious Education Knowledge and Skills Progression Document - Years 1 - 6

We want our children to learn about world religions through an enquiry based approach. This will give them knowledge of each religion and then require them to apply this knowledge to answer key questions rather than the knowledge being an end in itself. We also want pupils to relate what they learn to their own experiences and beliefs.

Studying Religious Education gives everyone a chance to reflect and have an informed view on the many cultures that now surround us in our communities. To gain knowledge and understanding of other beliefs fostering a respect for individuals' rights to practice what is important to them and others. It allows us to reflect on the purpose of life and give meaning to our existence. It teaches us the importance of right and wrong and to understand other beliefs and traditions. The acceptance of different ideologies should embed the acceptance of alternative lifestyles. It can develop in children an understanding of views and opinions of what is going on outside of their community in the wider world and how this can have a significant impact on their lives.

While RE is not part of the national curriculum it is a statutory subject for all maintained primary schools. Non-denominational state schools, including academies and foundation schools, follow a 'locally agreed' RE syllabus put together by the local authority, reflecting the fact that Great Britain is traditionally Christian but taking into account the teaching and practices of other principal religions. Faith schools can devise their own RE syllabus in line with the teaching and practices of their religion or denomination.

Kents agreed syllabus can be found - <https://democracy.kent.gov.uk/documents/s39059/Kent%20RE%20Syllabus.pdf>

Key Stage 1

During this Key Stage, pupils are taught knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to principle religions and encouraged to recognise and reflect on religious views, moral values, similarities and differences in their own and others lives and the impact on people's lives.

Key Stage 2

During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into known religions. Pupils consider the impact of beliefs and practices in greater detail and respond to more philosophical questions, considering the impact of key aspects of religions and reflecting how faith communities relate to their own and others' lives.

Year Group	Knowing about and understanding religious worldviews	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
	<p>It is important for our pupils to learn about different religions so they can be open minded and informed when they meet people from other cultures and belief backgrounds.</p>	<p>Through communicating different religious ideas and worldviews in a variety of ways children will develop confidence expressing the religious ideas and practices of all faiths in an informed and respectful manner.</p>	<p>The thinking and enquiry skills that pupils learn through RE lessons will help them throughout their lives. The importance of being able to see another's point of view and apply their own moral framework.</p>
<p>KS1</p>	<ul style="list-style-type: none"> *Identify a special time they celebrate and what celebration means. *Begin to reflect on their own experiences of attending ceremonies. *Recognise some symbols and images used to express ideas. *Recognise that there are special places where people go to worship and talk about what people do there. *Understand and respect that people have different values and beliefs. *Talk about a belief in God for some communities. *Talk about some of the stories that are used in religious contexts and why people still read them. *Identify objects used in worship in religions. *Talk about ways in which religious figures are special. *Recognise that some people believe God created the world so we should look after it. *Retell some stories behind festivals. 	<ul style="list-style-type: none"> *Recognise that sacred texts contain stories which are special to many people and should be treated with respect. *Talk about things that are special to themselves and others. *Talk about how religions teach people that sacred texts are valuable, giving simple examples. *Talk about what is special and of value about belonging to a group that is important to them. *Show an awareness that some people belong to different religions. *Identify ways that festivals are marked and identify how this might make people feel. *Talk about special religious days and give examples of what might be done to celebrate. *Talk about ways in which stories, objects, symbols and actions show what people believe. *Identify ways that some people make 	<ul style="list-style-type: none"> *Ask some questions about believing in God and offer some ideas of their own. *Ask and suggest answers to questions arising from stories across more than one faith. *Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. *Talk about issues of good and bad, right and wrong arising from stories. *Use creative ways to express their own ideas about religious stories. *Respond to examples of cooperation between different people.

	<ul style="list-style-type: none"> * Retell stories about care for each other and the world. *Recognise religious objects and suggest why they are important and how they are used. *Retell religious stories from more than one faith and explain what they mean. 	<p>a response to God by caring for others and the world.</p>	
<p>Lower KS2</p>	<ul style="list-style-type: none"> *Retell stories linked to festivals and say why they are important to believers, linking on to making connections between stories and festivals. *Recall and name some of the ways religions mark milestones of commitment. *Retell and suggest the meanings of stories from sacred texts about people who encountered God. *Recall and name some stories from sacred texts that inspire and how they are connected. *Describe what some believers say or do as they pray. *Give simple definitions of some key religious terminology. 	<ul style="list-style-type: none"> *Recognise and identify some differences between religious festivals and other types of celebrations. *Describe and suggest meanings for symbols and other forms of religious expression, linking on to using appropriate vocabulary. *Identify beliefs about God. *Respond thoughtfully to examples of how praying helps religious believers. *Recall and talk about some rules for living in religious traditions. *Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. *Consider similarities and differences between beliefs and behaviour in different faiths. *Identify how and say why it makes a difference to people's lives to believe in God. *Give examples of ways in which some inspirational people have been guided by their religion. 	<ul style="list-style-type: none"> *Suggest some ideas about good ways to treat others arising from their learning. *Find out about at least two teachings from religions about how to live a good life. *Ask questions and suggest some of their own responses to ideas about God. *Discuss their own and others' ideas about why humans do bad things and how people try to put things right, linked to restorative justice. *Make links between values and commitments, including religious ones, and their own attitudes or behaviour *Discuss their own ideas about how people decide right and wrong.

<p>Upper KS2</p>	<ul style="list-style-type: none"> *Give simple definitions of some key terms to do with life after death. *Outline religious and/or non-religious beliefs about life after death. * Describe and make connections between examples of religious creativity. *Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil. *Make connections between the key functions of a religious building and the beliefs of the religious community. *Make connections between beliefs and behaviour in different religions. 	<ul style="list-style-type: none"> *Identify reasons why a sacred text is important to a religious group and how it makes a difference to how they live. *Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. *Offer interpretations of parables and say what they might teach people about how to live. *Express ideas about how and why religion can help believers when times are hard, giving examples. *Explain similarities and differences between beliefs about life after death. *Explain the reasons why groups of people have different ideas about an afterlife. *Show an understanding of the value of sacred buildings and art. *Outline the challenges of belonging to a religious community in Britain today. *Consider similarities and differences between beliefs and behaviour in different faiths. *Recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> *Discuss their own ideas about the importance of values to live by, comparing them to religious ideas. *Make and explain thematic connections between different religious beliefs *Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today. *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
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