



RE (working within the agreed syllabus) Progression map, Skills map, Support map and Challenge map

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Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Study the main stories of Christianity. • Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study other religions of interest to pupils. 	<ul style="list-style-type: none"> • Study the beliefs, festivals and celebrations of Christianity. • Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study three of the major six religions not studied in depth in order to gain a brief outline. • Study other religions of interest to pupils

	Milestone 1	Milestone 2	Milestone 3
To understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.

To reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
To understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.

- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas

and working constructively with others.

- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Support

<p>P4</p> <ul style="list-style-type: none"> • Use single elements of communication to express feelings. • Show an understanding of 'yes' and 'no'. • Begin to respond to the feelings of others. 	<p>P5</p> <ul style="list-style-type: none"> • Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. • Respond to a variety of new 	<p>P6</p> <ul style="list-style-type: none"> • Express and communicate feelings in different ways. • Respond to others in group situations and cooperate when working in small groups. • Listen to, and begin to respond to, 	<p>P7</p> <ul style="list-style-type: none"> • Listen to and follow religious stories. • Communicate their ideas about religion, life events and experiences in simple phrases. • Evaluate own work and behaviour in simple ways, beginning to identify some actions 	<p>P8</p> <ul style="list-style-type: none"> • Listen attentively to religious stories or to people talking about religion. • Begin to understand that religious and other stories carry moral and religious meaning. • Communicate 	<p>Early Years</p> <ul style="list-style-type: none"> • Describe themselves in positive terms. • Describe own and others' feelings. • Describe own and others' feelings and their consequences. • Understand that their own actions affect other people.
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<ul style="list-style-type: none"> • Join in with activities by initiating ritual actions or sounds. • Demonstrate an appreciation of stillness and quietness. 	<p>religious experiences.</p> <ul style="list-style-type: none"> • Take part in activities involving two or three other learners. • Engage in moments of individual reflection. 	<p>familiar religious stories, poems and music, and make contributions to celebrations and festivals.</p> <ul style="list-style-type: none"> • Carry out ritualised actions in familiar circumstances. • Show concern and sympathy for others in distress. • Begin to be aware of own influence on events and other people. 	<p>as right or wrong.</p> <ul style="list-style-type: none"> • Find out about aspects of religion through stories, music or drama, answer questions and communicate responses. • Communicate feelings about what is special. • Begin to understand that other people have needs and to respect these. • Make purposeful relationships with others in group activity. 	<p>ideas, feelings or responses to experiences or to retell religious stories.</p> <ul style="list-style-type: none"> • Communicate simple facts about religion and important people in religions. • Realise the significance of religious artefacts, symbols and places. • Reflect on emotions (happy, sad, excited or lonely). • Demonstrate a basic understanding of what is right and wrong in familiar situations. • Show sensitivity to the needs and feelings of others and show self respect. • Treat living things and 	<ul style="list-style-type: none"> • Know that some behaviour is wrong. • Know that others do not always enjoy the same things and show sensitivity to this.
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Challenge

Years 7, 8 and 9

Religious education opportunities	Learning about religion	Learning from religion
<ul style="list-style-type: none"> • Extend knowledge and understanding of Christianity. • Become more familiar with the teaching and beliefs of other major world religions. • Appreciate the similarities and differences between religions. • Study some of the guidelines for living in various religions. • Explore the ideas of Rites of Passage. 	<ul style="list-style-type: none"> • Explore the way religious figures are portrayed in art, poetry and music. • Understand beliefs in Christianity such as God the Father, Son and Holy Spirit. • Compare readings from religious scripture. • Understand the significance of religious festivals. • Explore the significance of religious stories in today's world. • Visit religious buildings and meet figures from different religions. 	<ul style="list-style-type: none"> • Consider rituals in own life and compare to religious rituals. • Understand why divisions occur in groups and the feelings associated with them. • Consider material possessions and their value as opposed to spiritual fulfillment. • Consider suffering and what religions tell us about this. • Consider the concept of enlightenment. • Reflect on opportunities to show 'loving kindness'. • Identify the qualities of key religious figures. • Explore the concept of 'duty'. • Consider the significance of religious symbols. • Explore questions related to life and death. • Explore rituals that mark changes in life.

