

St Mary's CE Primary School – Steps in Learning

Progression in Religious Education

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<u>Learning about Religion and Faith</u>	<p>Learn about the traditions, values and what is special to themselves and others.</p> <p>Remember a Christian/Jewish story and talk about it.</p> <p>Use the right names for what is special to Christians/Jews.</p> <p>Recognise religious art, symbols and words and talk about them.</p>		<p>Retell a Christian/Islamic story and talk about the meanings and what some people believe.</p> <p>Talk about what things are the same for different religious people.</p> <p>Say what certain Christian/Islamic symbols stand for or discuss what some of the art is about.</p> <p>Describe what a believer might learn from a religious story.</p> <p>Describe some of the similarities and differences between 2 religious groups.</p> <p>Describe how people show their beliefs, using religious vocabulary.</p>		<p>Make links between the beliefs of different religious groups.</p> <p>Describe and compare practises and experiences that are involved in belonging to different religious groups.</p> <p>Explain religious beliefs using a range of religious vocabulary used by believers and suggest what it means.</p>	<p>Suggest reasons for the similar and different beliefs that people hold.</p> <p>Explain how religious sources are used to provide answers to important questions about life and morality, i.e. Holy scriptures/books etc.</p> <p>Explain why people belong to religions and how religion can make a difference to the lives of individuals and communities.</p> <p>Use religious vocabulary in suggesting reasons for the similarities and differences between religions. Investigate the significance of religion in the local, national and global communities.</p> <p>Consider the meaning of a range of forms of religious expression and understand why they are important in religion.</p> <p>Describe, and begin to understand, religious and other responses to ultimate and ethical questions. Identify and begin to describe the similarities and differences within and between religions.</p> <p>Interpret information about religions from a range of sources.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<p><u>Learning from Religion and Faith</u></p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Listening to a broad selection of stories will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Talk about things that happen to me. Discuss what I find interesting or puzzling.</p> <p>Talk about what is important to me and to other people.</p>		<p>Ask about what happens to others with respect for their feelings.</p> <p>Talk about some things in stories that make people ask questions.</p> <p>Talk about what is important to me and to others with respect for their feelings. Compare some of the things that influence me with those that influence other people.</p> <p>Ask important questions about life and compare my ideas with those of other people.</p> <p>Link things that are important to me and other people with the way I think and behave.</p>		<p>Ask questions about who we are and where we belong, and suggest answers. (Referring to people who have inspired and influenced myself and others).</p> <p>Ask questions about the meaning and purpose of life. Use my knowledge of religions and my own experiences to suggest a range of answers.</p> <p>Discuss moral decisions I and other people make. Suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.</p>	<p>Give my own and others' views on questions about who we are and where we belong. (This is an opportunity to show their knowledge of a range of religious views).</p> <p>Identify the challenges of belonging to a religion and explain what inspires and influences me.</p> <p>Ask questions about the meaning and purpose of life and suggest answers which relate to my own and others' lives.</p> <p>Ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives. Reflect on what it means to belong to a faith community, communicating my own responses.</p> <p>Recognise the challenges of commitment within religions and compare this with their own commitments.</p> <p>Discuss my own and others' views of religious truth and belief, expressing my own ideas.</p> <p>Reflect on ideas of right and wrong and my own and others' responses to them. Reflect on sources of inspiration in my own and others' lives.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<u>Progression of Vocabulary</u>	<u>Christianity</u> <ul style="list-style-type: none"> • God • Jesus • Christmas • Easter • Church • Christians • Church • Bible • Prayer • Ark • Nativity <u>Hinduism</u> <ul style="list-style-type: none"> • Gods • Pattern • Colour • Hindus • Diwali • Symbol • Light <u>Buddhism</u> <ul style="list-style-type: none"> • Chinese New Year • Right • Wrong • Good Luck • China • Festival • Dragon • India • Teacher 		<u>Christianity</u> <ul style="list-style-type: none"> • Lord • Belief • Advent • Cross • Wedding • Funeral • Christening • Christingle • Christ • Forgiveness • Holy • Heaven • Hell • Vicar • Charity • Lent • Sacrifice <u>Islam</u> <ul style="list-style-type: none"> • Giving • Believing • Praying • Muslim • Allah • Muhammad • Islam • Mosque • Qur'an • Five Pillars • Mecca • Worship • Hijab • Ramadan 				

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<u>Progression of Vocabulary</u>			<u>Sikhism</u> <ul style="list-style-type: none"> Gurus Guru Nanak Gurdwara 		<u>Christianity</u> <ul style="list-style-type: none"> Sin Peace Teachings Faith Salvation <u>Judaism</u> <ul style="list-style-type: none"> Jewish Jew Passover Synagogue Torah Kippah Star of David Rabbi Dreidel Hanukah Menorah Hebrew Moses Slaves Plague <u>Islam</u> <ul style="list-style-type: none"> Pilgrimage Fasting Charity Prayer Faith Eid ul Fitr 	<u>Christianity</u> <ul style="list-style-type: none"> Saviour Rebirth Gospel Crucifixion Repentance Resurrection Charitableness Consideration <u>Judaism</u> <ul style="list-style-type: none"> Orthodox Persecution Jerusalem Exile Anti- Semitism <u>Islam</u> <ul style="list-style-type: none"> Principles Dedication Sacred Declaration of Faith Prophet Prayer - Salat Alms - Zakat Fasting - Sawm Pilgrimage - Hajj Declaration of Faith - Shahada <u>Buddhism</u> <ul style="list-style-type: none"> meditation concentration yoga mandala wisdom truth 	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<u>Progression of Vocabulary</u>					<u>Hinduism</u> <ul style="list-style-type: none"> • Lotus • Diwali • Rama • Sita • Creation • Karma • Shrine • Rangoli • Mandir • Vedas • Sanskrit • Brahma • Vishnu • Shiva <u>Buddhism</u> <ul style="list-style-type: none"> • Buddha • Wheel • Calm • Helpful • Temple • Peace • Monk • Infinity • Morals 	<u>Sikhism</u> <ul style="list-style-type: none"> • Khanda • Kesh • Kirpan • Chuni • Kara • Keski 	

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. (Dive Deeper questioning skills)

Taken from Questful RE:

Investigate – this includes: • asking relevant questions; • knowing how to use different types of sources as a way of gathering information; • knowing what may constitute evidence for understanding religions.

Express – this includes: • the ability to explain concepts, rituals and practices; • the ability to identify and articulate matters of deep conviction and concern; • the ability to respond to religious issues through a variety of media.

Interpret – this includes: • the ability to draw meaning from artefacts, music, works of art, poetry and symbolism; • the ability to suggest meanings of religious texts.

Reflect – this includes: • the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; • the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.

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

Apply – this includes: • making the association between religions and individual community, national and international life; • identifying key religious values and their interplay with secular ones.

Discern – this includes: • explaining the significance of aspects of religious belief and practice; • developing insight into people, motives, actions and consequences; • seeing clearly how individuals might learn from the religions they study for themselves

Analyse – this includes: • distinguishing between opinion, belief and fact; • distinguishing between the features of different religions.

Synthesise – this includes: • linking significant features of religion together in coherent ways; • trying to connect different aspects of life into a meaningful whole.

Evaluate – this includes: • the ability to debate issues of religious significance with reference to evidence and argument; • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.