

# Beaufort RE Progression

The RE curriculum taught within Beaufort School is based on the Agreed Syllabus for Religious Education in Surrey Schools. The children have the opportunity to learn about different religions throughout their time at Beaufort. Below are the expectations for what the children should know and be able to express by the end of Key Stage 1 and Key Stage 2, followed by the topics covered in each year. On pages 4 and 5 are the progression statements taken directly from the Diocese of Guildford written in a pupil-friendly language.

By the end of Key Stage 1 pupils should be able to:

**know about and understand religion (and, where appropriate, non-religious worldviews), so that they can:**

- identify similarities in features of religions and beliefs
- retell religious, spiritual and moral stories
- identify possible meanings for stories, symbols and other forms of religious expression
- identify how religion and belief is expressed in different ways

**express ideas and insights about the nature, significance and impact of religion and beliefs, so that they can:**

- respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings
- ask questions about their own and others' ideas, feelings and experiences
- give a reason why something may be valued by themselves and others
- recognise that some questions about life are difficult to answer

By the end of Key Stage 2 pupils should be able to:

**know about and understand religion (and, where appropriate, non-religious worldviews), so that they can:**

- explore, gather, select, and organise ideas about religion and belief
- investigate and describe similarities and differences within and between religions and beliefs
- comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate
- suggest meanings for a range of forms of expression, using appropriate vocabulary
- describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally

**express ideas and insights about the nature, significance and impact of religion and beliefs, so that they can:**

- investigate and describe how sources of inspiration and influence make a difference to themselves and others
- apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives
- suggest what might happen as a result of their own and others' attitudes and actions
- suggest answers to some questions raised by the study of religions and beliefs

Topics covered	Early Years	Year 1	Year 2
<p>Christmas</p> <p>Easter</p> <p>Comparative</p> <p>Islam</p> <p>Judaism</p> <p>Other religions</p> <p>Christianity</p>	<p>Understanding the World</p> <p>Let's Celebrate</p>	<p>Why should we look after our world?</p> <p>Why is Christmas important to Christians?</p> <p>What do eggs have to do with Easter?</p> <p>What is the Torah and why is it important to Jews?</p> <p>Who is Allah, and how do Muslims worship him?</p>	<p>Who is Jesus?</p> <p>What does the Christmas story tell Christians about Jesus?</p> <p>Is prayer important to everyone?</p> <p>Why is Easter important to Christians?</p> <p>What is important for Muslim families?</p>

Topics covered	Year3	Year 4	Year 5	Year6
	<p>How can a synagogue help us to understand the Jewish faith?</p> <p>How did the church begin?</p> <p>Why are presents given at Christmas- and what might Jesus think about it all?</p> <p>Easter: what happened- and what matters most to Christians?</p> <p>How do people celebrate new life?</p>	<p>Sikhism- what do Sikhs Value?</p> <p>How can artists help us to understand Christmas?</p> <p>Easter: How does lent help Christians prepare for Easter?</p> <p>What does it mean to be a Muslim?</p>	<p>How can churches help us to understand Christian belief?</p> <p>Why is light an important sign at Christmas?</p> <p>What helps Hindus to Worship?</p> <p>Easter: How do Christians know what happened at Easter?</p>	<p>How do the pillars of Islam help Muslims live a good life?</p> <p>What do the Gospels say about the birth of Jesus- and why is it 'good news'?</p> <p>What is the Buddhist way of life?</p> <p>Easter: Did Jesus have to die?</p> <p>How did it all begin?</p>

	<b>influences and beliefs</b>	<b>asking questions</b>	<b>thinking about answers</b>	<b>impact of values</b>
<b>8</b>	interpret contrasting religious beliefs and worldviews stating clearly how these influence individuals and communities: analyse your own views about these religious beliefs and worldviews drawing on a wide range of appropriate evidence	analyse religious, moral and philosophical issues in order to demonstrate broad understanding whilst expressing your own and others' views coherently and in depth	express different interpretations of questions about life, beliefs and values, evaluating differences and drawing balanced conclusions based on a wide range of relevant sources and evidence	evaluate and analyse different expressions of belonging to a religion in society today expressing your own views and those of others coherently, drawing on a wide range of evidence
<b>7</b>	compare and contrast how different religious beliefs and worldviews influence individuals and communities: make your own responses drawing on appropriate evidence	focus effectively on relevant questions to gain insights into religious, moral and philosophical issues offering contrasting interpretations of your own views on the matters raised	critically evaluate answers to questions about life, beliefs, values and commitments giving detailed reasons for your response based on using relevant sources and evidence	analyse some of the challenges that belonging to a religion has in society today explaining your own views coherently and with reasons
<b>6</b>	explain in detail how the 'big questions' raised by religious belief and practice make a difference to believers lives: make a response to how these may or may not inspire and affect you	ask relevant questions about religious, moral and philosophical issues presenting clearly your own views on the matters raised	suggest answers to questions about life, beliefs, values and commitments giving some reasons for your response based on using relevant sources and evidence	present some of the challenges that belonging to a religion has in society today stating your own thoughts and ideas clearly and with reasons.
<b>5</b>	explain how issues are relevant in your life and what difference they make to you and others	suggest ways you might go about addressing questions or issues raised	suggest answers to questions about life, beliefs, values and commitments, using relevant sources & evidence	develop 'arguments' about religious viewpoints and beliefs, and the challenges of commitment
<b>4</b>	describe what inspires and affects you and other people	apply ideas raised by religion and belief in your own and others' lives	suggest answers to questions about life, beliefs, values and commitments	suggest what might happen as a result of your or others' attitudes or actions
<b>3</b>	say what has an effect on your life, comparing your own with other people's experiences	ask important questions about religion and belief	compare your own and other people's answers to important questions about religion and beliefs	describe why you and others think something is right or wrong
<b>2</b>	give a reason why something may be important to you and others	ask questions about your own and other people's experiences and feelings.	be thoughtful and caring when talking about other people's ideas and feelings  realise that some questions make us wonder and are difficult to answer	say what you and others think is right or wrong
<b>1</b>	identify what is important to you and others	talk about what you find interesting or puzzling	talk about your own experiences and feelings	talk about important values e.g. love, friendship etc.
To get to this step...	<b>...you should try to...</b>			
<b>AREA OF LEARNING: expressing ideas, beliefs and insights</b>				

## LADDER OF PROGRESSION IN RELIGIOUS EDUCATION IN PUPIL-SPEAK LANGUAGE

	<b>language</b>	<b>diversity</b>	<b>sources</b>	<b>expression</b>	<b>impact</b>
<b>8</b>	analyse religious terminology correctly so that you express a broad understanding of religious beliefs and practices evident in the world today	interpret the impact of different beliefs and practice within a religion: draw balanced conclusions about similarities and differences across religions	analyse how different people use holy books and religious teachings to address questions of life and living drawing your own balanced conclusions about their significance	interpret and evaluate the significance of worship as an expression of faith: draw your own balanced conclusion about the significance of worship in the life of individuals and communities	show a deep understanding of the impact of religious belief on society today expressing clearly its significance on local, national and international 'issues of the day'
<b>7</b>	evaluate the meaning of a wide range of religious words linking them appropriately to the life, beliefs and practices of adherents to faith traditions	evaluate different beliefs and practices within and between religions comparing and contrasting similarities and differences	demonstrate clearly how and why people may draw on holy books and religious teachings to address questions of life and living explaining your own views clearly and with reasons	give a detailed and clear presentation of the importance of worship as an expression of faith: compare and contrast different forms of worship within and across religions	evaluate your personal response to the importance of religion in the world today and its impact on individuals and communities
<b>6</b>	use a wide range of religious words to explain in detail things which are sacred to people	interpret different beliefs and practices within and between religions explaining similarities and differences	present your own (and others') views clearly about the importance of holy books and religious teachings in helping believers find answers to life's questions	express your own views about how and why people worship in different ways: demonstrate your understanding of the significance of symbolism within worship for believers	present clearly your own views on the significance of religion in the lives of individuals and the wider community
<b>5</b>	use a range of religious words to explain things which are sacred to religious people	explain how and why differences in belief are expressed, both within and between religions	explain how different people can use holy books and religious teachings to find answers to life's questions	describe ways in which people worship and explain how this can be different within and between religions	clearly explain the difference religion makes in people's lives and the wider community
<b>4</b>	use appropriate religious words to show understanding of things which are sacred to religious people	describe similarities and differences within a religion as well as between religions	show connections between stories or holy books and how religious people live their lives	suggest reasons why people worship and describe what a range of religious symbols and actions mean	describe how religion affects the lives of individuals, groups and communities
<b>3</b>	use some religious words to describe the important parts of religions	identify some things that are the same and some things that are different between religions	make links between religious stories and what someone believes	describe how some people worship, e.g. through words and songs, art, objects etc.	identify how religion affects people's lives
<b>2</b>	use some religious words to say what is important for religious people	identify some things that are the same in different religions	retell religious stories	say what religious symbols and actions might mean	say how different people show their religion
<b>1</b>	use some religious words to recognise and name some important things for religious people	recall features of different religions	recall events / people in religious stories	recognise some religious symbols or actions	recognise different ways people show their religion

To get to this step...

...you should try to...

## AREA OF LEARNING: know and understand

# LADDER OF PROGRESSION IN RELIGIOUS EDUCATION IN PUPIL-SPEAK LANGUAGE