

# PROGRESSION OF DISCIPLINARY KNOWLEDGE – RE

## Beliefs and Values

(understanding the key teachings of different religions and how they are expressed)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and talk about how some people have different beliefs and celebrate special times in different ways.</p> <p>To recall and name different festivals and look at how these are celebrated.</p> <p>Understand that some places are special to members of their community eg: places of worship.</p>	<p>To begin to learn about simple examples of belief and values within local, national and global contexts (Christianity and Islam).</p> <p>To recall and name different beliefs and practices, including festivals and rituals in order to find out the meanings behind them.</p> <p>To recognise some different symbols and actions which express a community's way of life.</p>	<p>To build upon/ continue to learn about simple examples of belief and values within local, national and global contexts (Christianity and Islam).</p> <p>To notice some similarities between the beliefs of some key beliefs of Christianity and Islam.</p> <p>To recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out the meanings behind them.</p> <p>To recognise some different symbols and actions which express a community's way of life, appreciating some similarities.</p>	<p>To begin to identify different features of religions and world views (Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism).</p> <p>To recognise links between stories and other aspects of the communities being covered.</p> <p>To explore a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>To recognise that religion is a commitment.</p>	<p>To identify different features of religions and world views (Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism).</p> <p>To recognise and begin to describe links between stories and other aspects of the communities being covered.</p> <p>To explore and begin to describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>To recognise that religion is a commitment and consider possible challenges which may be faced.</p>	<p>To describe and make connections between different features of religions and world views (Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism).</p> <p>To describe and understand links between stories and other aspects of the communities being covered.</p> <p>To explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals.</p> <p>To understand the challenges of commitment</p>	<p>To describe and make connections between different features of religions and world views (Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism) with examples.</p> <p>To describe and understand links between stories and other aspects of the communities being covered giving possible reasons for the links.</p> <p>To explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning, providing examples.</p> <p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their</p>

					to a community of faith or belief.	meanings and significance to individuals and communities.  To understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and their own lives.
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## Enquiry

(question, compare and explain teachings of different religions)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>To ask and respond to questions about what communities do, so that they can begin to identify what difference belonging to a community might make.</p> <p>To observe and recount different ways of expressing identity and belonging.</p> <p>To notice some similarities between different religions and world views.</p>	<p>To ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make.</p> <p>To observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>To notice and respond sensitively to some similarities between different religions and world views.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging.</p> <p>Discuss and apply their own ideas about ethical questions, including ideas about what is right and wrong and express their own ideas clearly in response.</p> <p>To observe and consider different dimensions of religion and begin to identify similarities and differences.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning and purpose using personal examples.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and express their own ideas clearly in response.</p> <p>To observe and consider different dimensions of religion and identify similarities and differences with possible explanations.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth including examples both personal and from their prior learning.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and express their own ideas clearly in response.</p> <p>Observe and consider different dimensions of religion, so that they can begin to explore and show understanding of similarities and differences between different religions and world views.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong, just and fair and express their own ideas clearly in response.</p> <p>Observe and consider different dimensions of religion, so that they can confidently explore and show understanding of similarities and differences between different religions and world views.</p>

## Reflection

(showing an appreciation for how religion plays an important role in people's lives and communities)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To draw on own experiences and what has been read in class, to talk about ideas.</p>	<p>To begin to explore questions about belonging so that they can express their own ideas and opinions.</p> <p>To find out about questions of right and wrong and begin to express their ideas.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions.</p> <p>To find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>To find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>To begin to reflect on their ideas of the different features of the religions and world views studied.</p> <p>To begin to respond to a range of sources of wisdom and to beliefs and teachings that arise from them within different communities and consider why they might be different.</p> <p>To begin to consider ways in which diverse communities can live together for the well-being of all.</p>	<p>To continue to reflect on their ideas and begin to consider their own opinions of the different features of the religions and world views studied.</p> <p>To respond to a range of sources of wisdom and to beliefs and teachings that arise from them within different communities.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all.</p>	<p>To reflect thoughtfully on their ideas and opinions of the different features of the religions and world views studied.</p> <p>To respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them within different communities with their own personal examples.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Responding thoughtfully to ideas about community, values and respect.</p>	<p>To reflect thoughtfully on their ideas and opinions of the different features of the religions and world views studied using examples from their past learning.</p> <p>To respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them within different communities, with their own personal examples along with ones from prior learning.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Responding thoughtfully to ideas about community, values and respect, providing examples.</p>