

Crich Junior School



RE

The Derbyshire and Derby City Agreed Syllabus says RE teaching and learning should enable pupils to know about and understand a range of religions and worldviews, express ideas and insights about the nature, significance and impact of religions and worldviews and gain and deploy the skills needed to engage seriously with religions and world views. The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

| | LKS2 | UKS2 |
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| Believing | <p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Make connections between some of Jesus’ teachings and the way Christians live today (A1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Identify how and say why it makes a difference in people’s lives to believe in God (B1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give examples of how and suggest reasons why Christians use the Bible today (B1). Suggest why having a faith or belief in something can be hard (B2). Ask questions and suggest some of their own responses to ideas about God (C1). Discuss their own and others’ ideas about why humans do bad things and | <p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Outline Jesus’ teaching on how his followers should live (A2). Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). Explain the impact Jesus’ example and teachings might have on Christians today (B1). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3). Present different views on why people believe in God or not, including their own ideas (C1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). |

| | LKS2 | UKS2 |
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| Expressing | <p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). | <p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Make connections between how believers feel about places of worship in different traditions (A3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Show understanding of the value of sacred buildings and art (B3). • Select and describe the most important functions of a place of worship for the community (B3). • Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1). • Apply ideas about values and from scriptures to the title question (C2). |

| | LKS2 | UKS2 |
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| Living | <p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). • Discuss their own and others' ideas about how people decide right and wrong (C3). | <p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). • Make connections between beliefs and behaviour in different religions (A1). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Consider similarities and differences between beliefs and behaviour in different faiths (B3). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). |

D2 A progression overview for 5-14s: outcomes

| Aims in RE: A progression grid | At the end of KS1 most pupils will be able to: | At the end of key stage 2 most pupils will be able to: | At the end of key stage 3 most pupils will be able to: |
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| Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities; | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; | Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; | Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences; |
| Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views; | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; | Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; | Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world; |
| Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning; | Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities; | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; | Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them; |
| Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; | Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make; | Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities; | Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology; |
| Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value; | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; | Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; | Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities; |
| Express and communicate B3. Appreciate and appraise varied dimensions of religion; | Notice and respond sensitively to some similarities between different religions and world views; | Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views; | Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied; |
| Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; | Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry; | 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 including (e.g.) reasoning, music, art and poetry; | Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy; |
| Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all; | Find out about and respond with ideas to examples of co-operation between people who are different; | 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; | Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views; |
| Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives. | Find out about questions of right and wrong and begin to express their ideas and opinions in response. | Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. | Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media. |