

Progression in RE

KNOWLEDGE AND UNDERSTANDING

Knowledge and Understanding of specific religious and non-religious worldviews will become deeper, more complex and more comprehensive across the year groups and key stages. This will include the use of specialised vocabulary and making connections between concepts. Knowledge and Understanding of similarities and differences between and within religious and non-religious worldviews will become increasingly sophisticated.

Early Years	Key Stage 1 (by age 7)	Lower Key Stage 2 (by age 9)	Upper Key Stage2 (by age 11)
<p>Know some 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>Pupils will: Have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary. Have simple knowledge of why these beliefs and practices may be important to people. Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Pupils will: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Pupils will: Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and nonreligious worldviews. Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.</p> <p>Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them.</p>

CRITICAL THINKING

Critical Thinking requires pupils to become increasingly sophisticated in analysing and evaluating questions raised by religious and non-religious worldviews, their beliefs, practices and their significance and influence. This involves working with increasingly complex information and types of evidence. It includes understanding that there are differing perspectives about the complex questions and issues which relate to beliefs and ways of living in our world today. Critical Thinking involves grappling with the controversial nature of religious and non-religious worldviews.

Early Years	Key Stage 1 (by age 7)	Lower Key Stage 2 (by age 9)	Upper Key Stage2 (by age 11)
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p>	<p>In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. They recognise that others may think differently and have different opinions. Plausible = reasonable or probable without necessarily being so, persuasive</p>	<p>In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up. Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). Sound = reliable, competent.</p>

PERSONAL REFLECTION

Personal reflection (personal evaluation) develops pupils' ability to reflect on religious and non-religious worldviews in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions. Personal evaluation is introspective, subjective and private. Pupils can make personal progress through reflection, empathy, developing respect and appreciation of others but this is not assessed by teachers. Personal Reflection in Religious Education makes a significant contribution to pupils' spiritual, moral, social and cultural development.

Early Years	Key Stage 1 (by age 7)	Lower Key Stage 2 (by age 9)	Upper Key Stage2 (by age 11)
<p>Pupils are given time to reflect on religious and non-religious worldviews.</p>	<p>Pupils are given time to reflect on religious and non-religious worldviews.</p>	<p>Pupils are given time to reflect on religious and non-religious worldviews.</p>	<p>Pupils are given time to reflect on religious and non-religious worldviews.</p>