

Progress steps in RE for 5-14s

Eight steps in relation to the three elements of the aim of RE

Learning about and understanding religions and worldviews

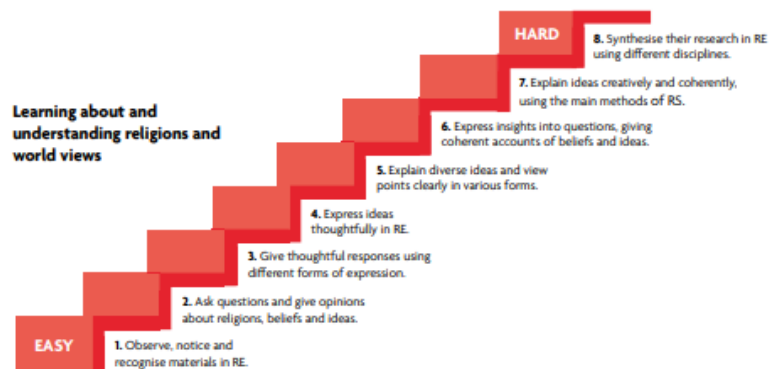
- Easy**
- 1 Observe, notice and recognise materials in RE.
 - 2 Ask questions and give opinions about religions, beliefs and ideas.
 - 3 Give thoughtful responses using different forms of expression.
 - 4 Express ideas thoughtfully in RE.
 - 5 Explain diverse ideas and view points clearly in various forms.
 - 6 Express insights into questions, giving coherent accounts of beliefs and ideas.
 - 7 Explain ideas creatively and coherently, using the main methods of RS.
 - 8 Synthesise their research in RE using different disciplines.
- Hard**

Expressing and communicating ideas related to religions and worldviews

- Easy**
- 1 Recall, name and talk about materials in RE.
 - 2 Retell stories, suggesting meanings for sources of wisdom, festivals, worship.
 - 3 Describe religions and world views, connecting ideas.
 - 4 Outline religious ideas and practices, linking different view points.
 - 5 Explain the impact of and connections between ideas, practices, view points.
 - 6 Appreciate and appraise different understandings of religion and worldviews.
 - 7 Evaluate diverse beliefs, perspectives, sources of wisdom, ways of life.
 - 8 Analyse arguments cogently, justifying perspectives.
- Hard**

Gaining and deploying the skills needed for studying religion and worldviews.

- Easy**
- 1 Notice and find out about religions and worldviews.
 - 2 Collect, use and respond to ideas in RE.
 - 3 Consider, link and discuss questions, ideas and points of view.
 - 4 Apply ideas about religions and worldviews thoughtfully.
 - 5 Investigate and explain why religions and worldviews matter.
 - 6 Enquire into and interpret ideas, sources and arguments.
 - 7 Evaluate questions and arguments personally and critically.
 - 8 Use varied disciplines of religious study to research ultimate questions.
- Hard**



Expressing and communication ideas related to religions and world views.

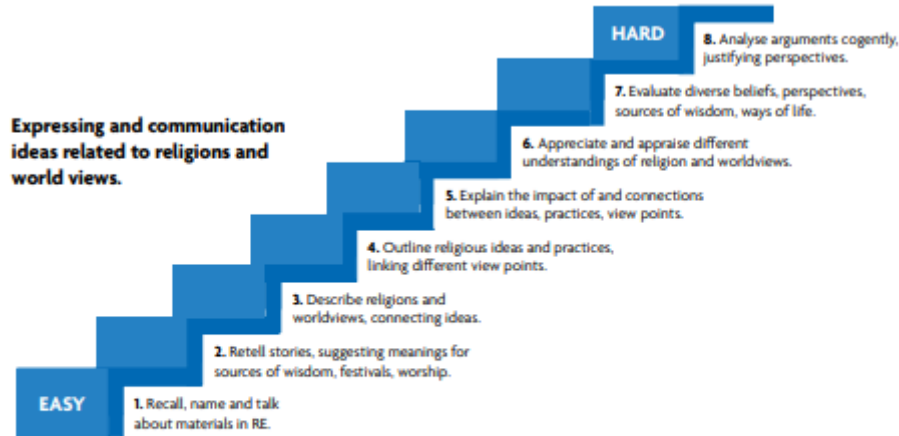
NEWHAM AGREED SYLLABUS

APPENDIX B

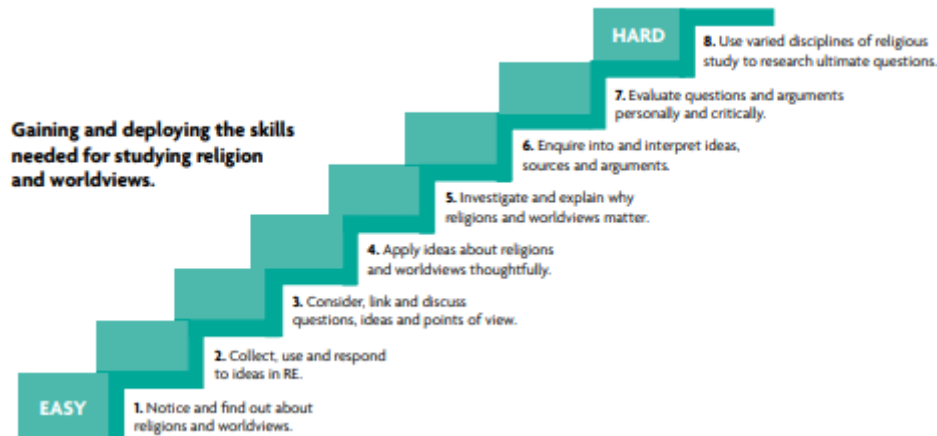
B1: AIMS IN RE: A PROGRESSION GRID

LEARN ABOUT AND UNDERSTAND:	AT THE END OF KEY STAGE 1 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 2 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 3 PUPILS WILL BE ABLE TO:
1. 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 worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.	Explain and interpret ways that the history and culture of religions and worldviews 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.
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	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 worldviews as coherent systems or ways of seeing the world.
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 communities 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, any different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.

Expressing and communication ideas related to religions and world views.



EXPRESS AND COMMUNICATE	AT THE END OF KEY STAGE 1 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 2 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 3 PUPILS WILL BE ABLE TO:
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 worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religions or theology.
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 worldviews, accounting for the impact of diversity within and between communities.
B3. Appreciate and appraise varied dimensions of religion.	Recognise some different symbols and actions which express a communities way of life, appreciating some similarities between communities.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Consider and evaluate the questions: What is religion? Analyse the nature of religion using the main disciplines by which religion is studied.



The content in aims A and B will be the vehicle through which the skills in aim C will be developed.

GAIN AND DEPLOY SKILLS	AT THE END OF KEY STAGE 1 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 2 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 3 PUPILS WILL BE ABLE TO:
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 their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry.	Explore some of the ultimate questions that are raised by human life in which 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.
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 cooperation between people who are different.	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to 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 worldviews.
Articulate beliefs, values and commitments clearly in order 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 responses.	Discuss and apply their own and others' ideas about ethical questions, including idea about what is right and wrong and what is just and fair, and express their own 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.