

Wingrove Religious Education Knowledge and Skills Progression Map – Subject Leader Overview

Key Objectives Based on National Curriculum	Year	Spiritual, moral, social	Cultural	Personal development and well-being	Community Cohesion and experience	Term and Unit Covered
<p>Develop knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.</p> <p>They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p>	1	<p>I can talk about some belonging ceremonies</p> <p>I can talk about what is important to me and to other people</p> <p>I can remember a religious story and talk about it</p>	<p>I can use the right names for things that are special to different groups of Religious people</p> <p>I can recognise religious art, symbols and words and talk about them</p>	<p>I can talk about my family celebrations</p> <p>I can talk about what I find interesting or puzzling</p>	<p>I can say why my family is important to me</p> <p>I can share religious symbols</p>	
	2	<p>I can re-tell a religious story and say some things that people believe</p> <p>I can ask about what others experience and believe in with respect for their feelings</p>	<p>I can talk about some of the things that that are the same for different religious people</p> <p>I can say what some religious symbols stand for and say what some of the art (music, etc) is about</p>	<p>I can talk about what is important to me with respect for others feelings</p>	<p>I can talk about some things in stories that make people ask questions</p>	
<p>Pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.</p>	3	<p>I can describe what a believer might learn from a religious story</p> <p>I can link things that are important to me and other people with the way they think and behave</p>	<p>I can use religious words to describe some of the different ways in which people show their beliefs</p>	<p>I can compare some of the things that influence them with those that influence other people</p>	<p>I can ask important questions about life and compare my ideas with those of other people</p>	

<p>They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.</p> <p>Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p>	4	<p>I can make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives</p> <p>I can ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values</p>	<p>I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</p> <p>I can express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean</p>	<p>I can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced us and others</p>	<p>I can ask questions about the meaning and purpose of life, and suggest a range of answers which they might give well as members of different religious groups or individuals</p>	
	5	<p>I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</p> <p>I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of spiritual and moral expression found within and between religions</p>	<p>I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p> <p>I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious expression</p>	<p>I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion.</p> <p>I can share a personal view of what inspires and influences us.</p> <p>I can ask questions about things that are important to us and to other people and suggest answers which relate to our own and others' lives</p>	<p>I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives.</p>	
	6	<p>I can say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them</p> <p>I can use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers</p>	<p>I can say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies</p> <p>I can use reasoning and examples to express insights into our own and others' views on questions about the meaning and purpose of life and the search for truth</p>	<p>I can consider the challenges of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples</p>	<p>I can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to us.</p>	