



Curriculum and Progression in Religious Education

Progression of skills in RE	
The Agreed Syllabus for Religious Education Northumberland County Council	
	Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students:
Understanding RE	<ul style="list-style-type: none"> • know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning. • express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview. • acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
Knowledge	<p>Key Stage 1</p> <p>Pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject-specific</p>

	<p>vocabulary. 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> <p>Pupils are taught about:</p> <ul style="list-style-type: none"> Christianity, Hinduism, Judaism (Buddhism, Islam, Sikhism and a secular worldview such as Humanism are optional)
	<p>Key Stage 2</p> <p>Pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. 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> <p>Pupils are taught about:</p> <ul style="list-style-type: none"> Christianity, Islam, Judaism (Buddhism, Hinduism, Sikhism, and a secular worldview such as Humanism are optional)

Progression of key skills

	Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments
EYFS	<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>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>					
End of Year 1	remember a religious story and talk about it	use the right names for things that are special to religions	recognise religious art, symbols and words and talk about them	talk about things that happen to me	talk about what I find interesting or puzzling	talk about what is important to me and to other people
End of Year 2	tell a religious story and say some things that people believe	talk about some of the things that are the same for different religious people	say what some religious symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
End of Year 3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave
End of Year 4	make links between the	use the right religious words	express religious beliefs	ask questions about who we	ask questions about the	ask questions about things that are

	beliefs (teachings, sources) of different religious groups and show how they are connected to believers' lives	to describe and compare what practices and experiences may be involved in belonging to different religious groups	(ideas, feelings) in a range of styles and words used by believers and suggest what they mean	are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	meaning and purpose of life and suggest a range of answers	important to me and suggest answers which relate to my own life
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Concepts in Religious Education

At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts:	At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts:
<p> Belonging Qualities Views and opinion Differences and similarities Religion - main religions, God(s) Beliefs Symbols Community - local and national Worship and places of worship Scripture Celebration Remembrance Peace </p>	<p> Religion Society Faith Ceremony Respect Tolerance Identity Morality Spirituality Compassion Ethical issues Racism and discrimination Diversity Values Influence Culture Citizenship Inspiration Popularity Community - global Meaning and purpose of life Believer Pilgrimage </p>

	Reflection Application Evaluation
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