



RE Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)		Milestones					
		KS 1		Lower KS 2		Upper KS 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions - coverage For the purpose of the SACRE syllabus the five principal religions, other than Christianity, are divided into: Group A - Judaism and Islam Group B - Hinduism, Buddhism and Sikhism		Minimum SACRE Coverage: <ul style="list-style-type: none"> • Christianity • One other world religion from Group A or Group B. • Knowledge of aspects of other religions and world views 		Minimum SACRE Coverage: By the end of KS2 pupils should have an adequate understanding of at least 3 religions. <ul style="list-style-type: none"> • Christianity • The same world religion as covered in KS1. • Another world religion but from the opposite group. • Knowledge of aspects of other religions and world views, especially those with a local presence. 			
		<ul style="list-style-type: none"> • Match images from a religious story. • Experience a religious story and talk about it. • Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Sequence a religious story. • Identify the beliefs within a religious story. • A1. Recall and name different beliefs and practices, 	<ul style="list-style-type: none"> • Re-tell a religious story. • Describe what a believer can learn from a religious story. 	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to support their answers. • Identify the links between beliefs and the lives of people of faith. 	<ul style="list-style-type: none"> • Explain how religious beliefs are derived from sources of authority and help to address relevant questions. • Explain how some teachings and beliefs are shared between religions. 	<ul style="list-style-type: none"> • Speak about how religions address some of the major questions in human life • Identify how sources of authority within religions underpin the major questions
Understand beliefs and teachings <small>(This concept involves understanding the key teachings of various religions.)</small> SACRE A1. Describe, explain and analyse beliefs, and practices, recognising the diversity							

<p>which exists within and between communities.</p>			<p>including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them (KS1)</p>		<ul style="list-style-type: none"> • Retell and suggest meanings to some religious and moral stories 	<p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>A1. 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. (KS2)</p>
<p>Understand practices and lifestyles <small>(This concept involves understanding the day lives and practices of various religions)</small></p> <p>SACRE A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p> <p>SACRE C2. Enquire into what enables different communities to live together respectfully for the well-being of all.</p>		<ul style="list-style-type: none"> • Match symbols to artefacts. • Experience some religious artefacts. • Remember some religious artefacts and name them. 	<ul style="list-style-type: none"> • Recognise and name some religious artefacts, places and practices. • Describe some religious artefacts, places and practices. • Make links between religions. • Talk about areas of common ground within religious acts. • A3. Recognise some different symbols and actions which express a community's way of life, appreciating 	<ul style="list-style-type: none"> • Make links between different religions. • Recognise and name some religious buildings. • Introduce the idea of clerics and how they differ to an individual. • Identify things that make us unique. 	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. • Use the correct terms to describe religious practices 	<ul style="list-style-type: none"> • Suggest the reasons why people might belong to religious communities. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. • A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of

			<p>some similarities between communities. (KS1)</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different (KS1)</p>				<p>life and ways of expressing meaning. (KS2)</p> <ul style="list-style-type: none"> • C2. 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.(KS2)
<p>Understand how beliefs are conveyed (This concept involves understanding how books, scriptures, readings and other important means of communication and used to convey beliefs)</p>		<ul style="list-style-type: none"> • Recognise that some things are special. • Use the right names for things that are special to religious people. • Recognise religious symbols and talk about them. 	<ul style="list-style-type: none"> • Name some religious symbols. • Use simple vocabulary, in context, for some religious symbols. • Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> • Use religious vocabulary to discuss religious beliefs. 	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts • Articulate how religious ideas and beliefs are expressed in society 	<ul style="list-style-type: none"> • Compare different types of religious expression using religious vocabulary. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs • Use appropriate religious vocabulary to explain why different forms of religious and moral expression are important to members of faith and belief communities. • Understand some terminology appropriate to non-religious beliefs.

<p>Reflect (This concept involves and appreciation of how religion plays an important role in the lives of some people)</p> <p>SACRE A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.</p> <p>SACRE B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.</p> <p>SACRE B3. Appreciate and appraise varied dimensions of religion</p> <p>SACRE C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>		<ul style="list-style-type: none"> • Communicate what they find interesting or intriguing. •Talk about important experiences in their lives. 	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Identify an emotion that a religious figure demonstrates. •Ask relevant questions about aspects of life. • Show a respectful attitude for the feelings of others with different religious views. •A2. 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 (KS1). 	<ul style="list-style-type: none"> • Discuss the things that influence them. •Raise and discuss relevant questions about life and listen to others people’s views. 	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Suggest some reasons why religious figures may have acted as they did. •Ask questions that have no universally agreed answers. •Describe how faith and belief shape identity and belonging. 	<ul style="list-style-type: none"> •Discuss and reflect upon their feelings about faith. •Ask thoughtful questions about the purpose of life and show an understanding of how religions address these questions •Relate questions about their own life and understanding of religion. 	<ul style="list-style-type: none"> •Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. •Explain their own ideas about the answers to relevant questions. •Identity some of the most important issues about meaning, purpose and truth. •Speak about both their own and others’ views on these issues. •Speak sensitively and in a reasoned way about both the benefits and challenges of belonging to a religious community in contemporary society. •A2. Describe and understand links between stories and other aspects of the communities they are
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			<ul style="list-style-type: none"> •B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. (KS1) •B3. Notice and respond sensitively to some similarities between different religions and worldviews (KS1) •C1. 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 				<p>investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities (KS2)</p> <ul style="list-style-type: none"> •B2. 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. (KS2) • B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews. (KS2)
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Understand Values

(This concept involves and appreciation of how many people place values as an important aspect of their lives)

SACRE 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.

- To identify a group that they belong to
- Know the difference between right and wrong.
- Talk about those things that are most important to them and to others.

- Have an understanding that it is okay to have different opinions to others.
- Identify how they have to make their own choice.
- Explain how actions affect others.
- Show an understanding of the term 'morals'.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

• Make connections between beliefs and actions

- Explain how beliefs about right and wrong affect people's behaviour.
- Describe how some of the values held by communities or individuals affect behaviour and actions.
- Discuss and give opinions on stories involving moral dilemmas.

• Ask meaningful questions about important aspects of life, identify the role of religion in this context

- Explain why different religious communities or individuals may have a different view of what is right and wrong.
- Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).
- Express their own values and remain respectful of those with different values.
- Discuss the connections between beliefs, teachings and the issues that face human societies in the world today by drawing on the perspectives of different faiths and beliefs.
- C3. 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.
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A child secure in RE will have:

An outstanding level of religious understanding and knowledge.

- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

SACRE Expectations

Above and beyond the national curriculum

RE Appendix 1

The following list of concepts for each of the 6 principal religions and Humanism is not exhaustive. There is overlap between them which can be built on to deepen and broaden learners' enquiry into and understanding of religion and beliefs.

Buddhism

1. Anatta (no-self)
2. Anicca (impermanence)
3. Dukkha (suffering)
4. Enlightenment
5. Equanimity and Compassion
6. Karma (cause and effect)
7. Meditation and concentration
8. Rebirth
9. Sangha (community)
10. Wisdom (understanding interdependence and nature of reality)

Islam

1. Akhirah
2. Allah
3. Islam/Muslim
4. Sadaqah
5. Creation
6. Prophethood
7. Revelation
8. Jihad
9. Umma
10. Hajj

Humanism

1. Atheism and Agnosticism
2. Empathy and Compassion
3. Happiness
4. Meaning in life without afterlife
5. Morality as a human construct
6. Reason and Scepticism
7. Rights and Responsibilities
8. Science and World Knowledge
9. Universe as a natural phenomenon
10. Humanist Ceremonies

Christianity

1. Covenant
2. Fall
3. Forgiveness
4. Gospel
5. Incarnation
6. Relationship with God
7. Repentance
8. Salvation
9. Trinity
10. Creation

Judaism

1. Being Jewish/Israel
2. Creation
3. Death
4. Forgiveness
5. G-d
6. Justice and mercy
7. Kashrut
8. Mitzvot
9. Shabbat
10. Torah

Hinduism

1. Atman
2. Dharma
3. Sannyasin
4. Diverse representations of God
5. Samsara
6. Ahimsa
7. Karma
8. Maya
9. Moksha
10. Reincarnation

Sikhism

1. Gurmat
2. Guru
3. Guru Granth Sahib
4. Hukam
5. Khalsa
6. Kirat karna
7. Nam Simran
8. Peace, Justice and Tolerance
9. Sewa
10. Vand chhakna

Full SACRE Syllabus can be accessed here:

<https://cumbria.gov.uk/elibrary/Content/Internet/537/6381/6528/4290215573.pdf?timestamp=44370161558>