



## Progression in RE at Oswald Road Primary School

ORPS uses the agreed syllabus from Manchester SACRE, which is split up into a number of units designed by RE Today. The units, of which four to five are taught in each year group, cover the full curriculum and range of the 'big six' religions, and are divided into three main strands: Living, Believing and Expressing. These strands are useful in ensuring full curriculum coverage. For the purposes of assessment, however, three broader aims are used, singularly called the 'threefold aim' of RE, which are to:

- A) Know about and understand a range of religions and worldviews.
- B) Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C) Gain and deploy the skills needed to engage seriously with religions and worldviews.

The agreed syllabus gives end of Key Stage outcomes for each of these aims, which all of the planned units are built around and measured against. Each unit may contain learning outcomes from across all three of these aims (for example, a unit in the Living strand could contain learning outcomes from A2, B1 and C3).

Aims in RE: a Progression Grid	At the end of KS1 most pupils will be able to:	At the end of KS2 most pupils will be able to:
<b>Know about &amp; Understand</b> A1. 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 world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
<b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	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;
<b>Know about &amp; Understand</b> 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 community's 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;
<b>Express and Communicate</b>	Ask and respond to questions	Observe and understand varied

B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	about what communities do, and why, so that they can identify what difference belonging to a community might make;	examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
<b>Express and Communicate</b> 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;
<b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;
<b>Gain &amp; deploy skills</b> C1. 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 thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
<b>Gain &amp; deploy skills</b> C2. 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 co-operation between people who are different;	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;
<b>Gain &amp; deploy skills:</b> 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.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	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.

These outcomes should be useful for Year 2 and Year 6 teachers when determining progress. The table has been expanded with more details for other year groups below.

<b>Aims in RE: a Progression Grid</b>	<b>Nursery</b>	<b>Reception</b>
<p><b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>		<p>Children will be able to identify and name the bible and the Qur'an.</p> <p>Know how to treat holy texts with respect.</p> <p>Give examples of special occasions.</p> <p>Say why Diwali is a special time for Hindus.</p>
<p><b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>		<p>Recall a simple story connected to Diwali.</p>
<p><b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Identify familiar building, including: shops, school, house, place of worship.</p>	<p>Recognise and use some religious words eg: God, names of holy texts, Jesus, Muhammed.</p> <p>Talk about the meaning of the word promises in relation to the parable of the two sons – links to Rights Respecting Class Charters.</p> <p>Children will be able to say why Christmas is a special time for Christians and be able to recall a simple story connected with Christmas.</p>

<p><b>Express and Communicate</b> e B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>		
<p><b>Express and Communicate</b> e B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Through stories and pictures children explore who is special to them and why.</p> <p>Introduce diverse family units through stories and pictures and first-hand experience.</p> <p>Explore how we care for one another in our families.</p>	<p>Identify some feelings in relation to a religious story.</p> <p>Talk about and compare different religious festivals.</p> <p>In RE children will talk about things they find interesting, puzzling or wonderful. Talk about how people can mess up the world and what they do to look after it. (RE Unit F2 living).</p>
<p><b>Express and communicate</b> e B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Make connections between the features of their family and other families. Knowing people in our own families.</p> <p>Notice and celebrate similarities and differences between theirs and others' families.</p>	
<p><b>Gain &amp; deploy skills</b> C1. Find out about and investigate key concepts and questions of belonging, meaning,</p>	<p>Children to know and name members of their immediate family (Mother, Father, Brother, Sister, Grandparents.)</p> <p>Children explore what it means to belong.</p>	

purpose and truth, responding creatively;		
<b>Gain &amp; deploy skills</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Continue developing positive attitudes about the differences between people.	
<b>Gain &amp; deploy skills:</b> 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.		

<b>Aims in RE: a Progression Grid</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices,	Recall and name different beliefs and practices.	Find out meanings behind beliefs and practices.	Describe features of the religions and worldviews.	Reflect on the features of the religions and worldviews.	Make connections between the different features of religions and worldviews.

recognising the diversity which exists within and between communities;					
<b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell some religious and moral stories.  Explore sacred writings and sources of wisdom and recognise the communities from which they come.	Suggest meanings to some religious and moral stories.  Discuss sacred writings and sources of wisdom.	Describe links between stories and other aspects of the communities they are investigating.	Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings.	Understand links between stories and other aspects of the communities they are investigating, beginning to offer their own opinions on the different viewpoints.
<b>Know about &amp; Understand</b> 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 community's way of life.	Recognise similarities between communities.	Explore and begin to describe a range of beliefs, symbols and actions.	Describe, with detail, a range of beliefs, symbols and actions.	Understand different ways of life and ways of expressing meaning.
<b>Express and Communicate</b> 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.	Identify what difference belonging to a community might make to individuals.	Describe varied examples of religions and worldviews.	Explain the meanings of religions and worldviews to individuals and communities.	Explain, with reasons, the significance of religions and worldviews to individuals and communities.

<p><b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Observe and recount different ways of expressing identity and belonging.</p>	<p>Respond sensitively to different ways of expressing identity and belonging for themselves.</p>	<p>Suggest why belonging to a community may be valuable, in their own lives.</p>	<p>Suggest why belonging to a community may be valuable for the diverse communities being studied.</p>	<p>Understand the challenges of commitment to a community of faith or belief.</p>
<p><b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Recognise some similarities between different religions and worldviews.</p>	<p>Respond sensitively to some similarities between different religions and worldviews.</p>	<p>Describe different dimensions of religion.</p>	<p>Explore and begin to describe similarities and differences between different religions and worldviews.</p>	<p>Understand and fully describe similarities and differences between different religions and worldviews.</p>
<p><b>Gain &amp; deploy skills</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth.</p>	<p>Express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>Discuss and present their own views on challenging questions about belonging, meaning, purpose and truth.</p>	<p>Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth.</p>	<p>Apply ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p><b>Gain &amp; deploy skills</b> C2. Enquire into what enables different communities to live together respectfully</p>	<p>Find out about examples of co-operation between people who are different.</p>	<p>Respond with ideas to examples of co-operation between people who are different.</p>	<p>Describe ways in which diverse communities can live together for the wellbeing of all.</p>	<p>Respond thoughtfully to ideas about community, values and respect.</p>	<p>Understand and apply ideas about ways in which diverse communities can live together for the wellbeing of all.</p>

for the wellbeing of all;					
<b>Gain &amp; deploy skills:</b> 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.	Find out about questions of right and wrong.	Begin to express their ideas and opinions about questions of right and wrong in response.	Listen to and explain others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	Express their own ideas clearly in response to ethical questions, including ideas about what is right and wrong and what is just and fair.	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.

## References

- Stepping Stones of progress KS1-KS3 (RE Council, 2013)  
 A model for assessment: progress steps in RE for 5-14s (RE Today 2014)  
 Religious Literacy for All, Manchester Agreed Syllabus 2016-21