



# Christopher Pickering Primary School

*Be the Best you can Be!*

Christopher Pickering Religious Education Progression 2024-2025

## Religious Education Progression Y1 – Y6



### The intention of our Religious Education Curriculum;

Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology**, **Philosophy** and **Social Sciences**

Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them

Gaining and deploying skills taken from the disciplines of **Theology**, **Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews



### Working towards End of Key Stage 1: Progression of Disciplinary Knowledge

To assess progress across KS1, this table projects back the skills required to achieve the end of key stage expectations, to what may be expected in Year 1;  
each sentence stem needs to be applied to a particular task or knowledge content.

	Y1 pupils <b>working towards</b> KS1 expectations will	Y2 pupils <b>securely achieving</b> KS1 expectations will
<b>Theology</b>	Recall Talk about Notice	Recall and name Retell and suggest meanings for Recognise similarities and differences
<i>Summarised as...</i>	<b>Recall, name and talk about</b>	<b>Retell, recognise and find meanings</b>
<b>Philosophy</b>	Respond to questions Talk about Notice details	Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively
<i>Summarised as...</i>	<b>Ask and explore</b>	<b>Explore and respond sensitively</b>
<b>Social Sciences</b>	Find out about Talk about ideas	Observe and recount Find out about and respond Find out and begin to express ideas
<i>Summarised as...</i>	<b>Explore and find out</b>	<b>Begin to express ideas and opinions</b>



### Working towards End of Key Stage 2: Progression of Disciplinary Knowledge

To assess progress across KS2, this table projects back the skills required to achieve the end of key stage expectations, to what may be expected in Years 3, 4 and 5; each sentence stem needs to be applied to a particular task or knowledge content.

	Y3 and Y4 pupils <b>working towards</b> KS2 expectations will		Y5 and Y6 pupils <b>securely achieving</b> KS2 expectations will	
<b>Theology</b>	Recognise Retell and make links Observe similarities and differences	Describe and make links Describe and show understanding Explore and describe similarities and differences	Identify and make connections Reflect on and find meanings Explain and understand similarities and differences	Compare and contrast Give a considered response
<i>Summarised as...</i>	<b>Describe, discover and respond thoughtfully</b>		<b>Reflect and make connections between different ideas</b>	
<b>Philosophy</b>	Observe Express own ideas Observe and respond thoughtfully	Explain and give reasons Present ideas Reflect and give examples	Identify and explain Apply and explain ideas Reflect and suggest reasons	Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	<b>Observe and suggest reasons</b>		<b>Consider, compare and contrast</b>	
<b>Social Sciences</b>	Discover more and express ideas Discover and respond Express ideas	Explain and give reasons Discover and explain ideas Express ideas and opinions	Identify and explain Investigate and apply ideas Discuss and give examples	Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	<b>Suggest reasons and respond thoughtfully</b>		<b>Offer ideas and clear responses</b>	



**Summary of progress of skills towards End of Key Stage statements**

	<b>Theology</b>	<b>Philosophy</b>	<b>Social Sciences</b>
<b>Y5/6</b>	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses
<b>Y3/4</b>	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
<b>Y2</b>	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
<b>Y1</b>	Recall, name and talk about	Ask and explore	Explore and find out
<b>EYFS</b>	Recall and talk about	Ask 'I wonder' questions	Explore



<p><b>With reference to the Key Content Questions and Vocabulary, through Christianity and at least one other religion and reference to one non-religious worldview</b></p> <p><i>At the end of Key Stage 1, pupils should be able to</i></p>
<p>retell and suggest meanings for some religious and moral stories and say how they influence people today <b>1.3 + Christmas, Easter</b></p>
<p>recall different beliefs and practices, naming key words, key figures and core beliefs <b>2.2</b></p>
<p>tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group <b>1.1</b></p>
<p>talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences <b>1.2</b></p>
<p>consider and make responses to big questions from different worldviews <b>1.3, 2.3</b></p>
<p>express ideas and opinions about moral questions of right and wrong <b>2.1</b></p>
<p>share ideas and examples of co-operation between people who are different <b>2.1</b></p>
<p>describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them <b>1.1 + Christmas, Easter</b></p>



<p><b>With reference to the Key Content Questions and Vocabulary, through Christianity and two other religions in some depth and reference to non-religious worldviews</b></p> <p><i>At the end of Key Stage 2, pupils should be able to</i></p>
<p><b>describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today</b>  <b>3.1, 5.2 + Christmas, Easter</b></p>
<p><b>express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</b>  <b>3.2, 4.3, 5.2, 6.1</b></p>
<p><b>demonstrate understanding of how people express their identity and their spirituality through symbols and actions</b>  <b>4.2, 5.1, 6.2</b></p>
<p><b>show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable</b>  <b>5.3</b></p>
<p><b>offer some answers to challenging questions from different religious and non-religious perspectives</b>  <b>4.3, 6.3</b></p>
<p><b>articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair</b>  <b>4.2, 6.1</b></p>
<p><b>consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</b>  <b>4.1</b></p>
<p><b>make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals</b>  <b>3.1, 3.3, 5.3, 6.2 + Christmas, Easter</b></p>

## Assessing RE

A system of assessment for RE should be the same as for all the other curriculum subjects within the school. It is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring knowledge and skills, it is a key part of religious education that pupils' positive attitudes to study should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to explore religions and other worldviews, engage with their knowledge, and reflect on their learning and their lives.

The importance of **religious literacy** - the knowledge of, and ability to understand, religion - is increasing as globalisation creates greater links and migration between societies of different faiths and cultures. Assessment should enable teachers to be confident that their pupils are developing religious literacy through the provision of sequential learning, driven by age-appropriate expectations. Learning is based on an enquiry approach, whilst also taking account of the theology of the faith community studied (or equivalent for non-religious worldviews). Engaging with the big concepts of religion will take pupils deeper into their learning than just exploring random key questions.

- Assessment focuses teaching more closely on the individual needs of pupils and the development of the enquiry
- Pupils' chances of achieving well in RE are improved when teachers set clear, focused objectives for lessons and learning outcomes for tasks
- Good quality RE comes from lessons that are stimulating and enjoyable for both the pupils and teacher
- Pieces of work suitable for assessment come in many different forms
- Not every piece of work needs to be assessed
- Formative assessment can be just as valuable as summative
- Assessment is focused on developing the key concepts, knowledge and skills
- High quality assessment tasks help students develop their skills
- Assessment data reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needed

There should be a focus on knowledge development, along with the opportunity to study the 'big ideas' and concepts of RE in greater depth. Each Key Stage builds upon the one before, so that by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad-based religious education. Teachers should consider the religious context of their community when planning which religions to study. Assessment for each pupil should be made against the parameters that teachers have set for the unit or topic being taught. End of Key Statements support progression and attainment and the key expectations for pupils in a particular year group. Alongside everyday marking and formative assessment, key assessment pieces representing the range of attainment for a teaching group, for each unit or enquiry, is appropriate.

The Key Stage 3 curriculum builds from Key Stage 2 and provides important foundations for Key Stage 4. Developing best assessment practices and opportunities which highlight specific strengths and areas for development within the 'big ideas' and concepts, supports the development of pupils' understanding.

## Christopher Pickering Primary School RE and Worldviews Progression 2024-2025

**End of Key Stage Statements** describe the knowledge, skills and understanding expected of a pupil who has a secure understanding of what has been taught. The KS3 statements develop and build on the standards expected by the end of KS2 which in turn have evolved from KS1 expectations. These statements support the assessment of progression and attainment. They help to raise standards by providing teachers of the next key stage with information about what most pupils know, understand and can do so that they can then build the next stage of the pupils' learning journey. At each phase, pupils will deepen their knowledge and understanding of the essential core ideas and practices of the religions and worldviews studied and this will be shown in the development of their ability to interpret, apply and evaluate those ideas and practices. The **Key Content Questions and Key Vocabulary** (knowledge) for faiths and worldviews are detailed for each key stage.

### Good or outstanding assessment practice is characterised by:

- a clear assessment policy
- skills '*ladders*' shared with pupils to ensure they understand what they need to do to improve
- a variety of assessment activities including self- and peer-assessment, project work with peers, talk for learning, oral feedback, responding to teachers' written comments
- using assessment information to plan for the succeeding topic to reshape the learning
- a range of moderation strategies including book trawls, marking and planning checks, pupil voice, observations of teaching and learning, portfolios of pupils' work
- recording pupils' oral contributions, taking photos, annotating work
- effective baseline and subsequent assessments focused on pupils' conceptual understanding
- use of open-ended questions to assess pupils' understanding
- regular revisiting of prior learning