

Forest View Primary School



RE – Progression of Knowledge, Skills and Understanding			
	KS1	LKS2	UKS2
Knowledge and understanding	<p>Pupils will:</p> <ul style="list-style-type: none"> • have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary • have simple knowledge of why these beliefs and practices may be important to people • have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities • begin to form a framework of connections between these concepts by making some links between them • identify some patterns between or within religions (a range of religious and non-religious worldviews) by comparing similarities and differences. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide-ranging technical vocabulary • have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews • have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them.
Critical thinking	<p>In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p>	<p>In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. They recognise that others may think differently and have different opinions.</p>	<p>In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up. Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints.</p>

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Personal reflection	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. 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. Develop their appreciation of the ways in which people's values are an important aspect of their lives. Make links to responsibility and citizenship and choices they make affecting their lives. Discuss and give opinions on morals and values, including their own.	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities, including within their local area. Continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. Make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements by expressing their own opinions whilst respecting the values of others.
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