

Bilston Church of England Primary School

Progression by end of Key Stage

Our Vision

We will aspire through our Christian beliefs and attitudes for all children in our care to flourish both academically and personally; develop respect for others and to reach out to their local and global communities, so, 'hand in hand together with faith we will strive to achieve all things...

'I am able to do all things through him (Jesus) who strengthens me.'

Philippians 4:13

[John 3:16](#)

“For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.”

Areas of enquiry to be included

The programme of study enables pupils to increase and deepen their knowledge and understanding of key areas of enquiry in RE. These relate to the religions and worldviews studied.

The range of key areas of enquiry in RE can be described like this:

- beliefs, teachings, sources of wisdom and authority;
- ways of living; • ways of expressing meaning;
- questions of identity, diversity and belonging;

- questions of meaning, purpose and truth;
- questions of values and commitments.

Gaining and deploying skills

The religions, world views and beliefs studied, illustrates progression in skills across the 5-11 age range. In relation to the religions and worldviews they study, pupils are increasingly enabled to develop both their knowledge and understanding and their expression and communication through the skills that they gain and deploy. While the programme of study makes clear the skills that are expected of learners at the end of each key stage, progress towards these outcomes will need careful planning in schemes of learning. The progression in understanding and skills that the religions, world views and beliefs studied envisage are made explicit in the grid below.

A: Know about & understand	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:
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 worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews	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
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 & communicate	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:
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, so that they can identify what difference belonging to a community might make	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
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
B3. Appreciate and appraise varied dimensions of religion ⁵⁸	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews

C: Gain & deploy skills	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:
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 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
C2. Enquire into what enables different communities to live together respectfully for the well-being 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
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.

