

DMS Religious Education Knowledge Progression Map

RE coverage should aim to:

- Provoke challenging questions.
- Encourage pupils to explore their own beliefs.
- Enable pupils to build their sense of identity and belonging.
- Teach pupils to develop respect for others.
- Prompt pupils to consider their responsibilities.

	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	<p>Children to begin to recall and name different beliefs and main festivals associated with religions. Children to recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children:</p> <p>To know the main beliefs of a religion.</p> <p>To know the main festivals of a religion.</p> <p>To know some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000.</p>	<p>Children to know the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children:</p> <p>To know the key teachings and beliefs of a religion.</p> <p>To know and compare the main festivals of world religions.</p> <p>To know the various religious figures and holy books.</p>	<p>Children to know and explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children:</p> <p>To know and recognise and explain how some teachings and beliefs are shared between religions.</p>

	<p>To know Christians believe Jesus came help people in many ways.</p> <p>To know Jewish peoples' ideas about God and the story of creation.</p> <p>To know the importance of Shabbat, a way of belonging, including the link between creation and Shabbat.</p> <p>To know the ways a Rabbi teaches the community about God.</p> <p>Skills:</p> <p>Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.</p> <p>Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice.</p>	<p>To know bible stories and the contemporary practices in relation to the stories.</p> <p>To know the key Christian ideas.</p> <p>To know ideas and forms of expression in relation to belief about God in Muslim and Hindu life.</p> <p>To know how to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.</p> <p>Skills:</p> <p>Pupils will explore, discuss and apply concepts in their leaning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.</p>	<p>To explain how religious beliefs can shape the lives of individuals and contribute to society.</p>
<p>Rituals, ceremonies and lifestyles (from various religions)</p>	<p>Children to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p> <p>Children to reflect on their own experiences of attending ceremonies.</p>	<p>Moving on from KS1, children explore the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark</p>

	<p>Children:</p> <p>To know the annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.</p> <p>To know about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</p> <p>To know and recognise religious artefacts, places and practices</p> <p>To know religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p> <p>To observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>Skills:</p> <p>Thinking and discussion skills, information gathering skills.</p>	<p>and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children:</p> <p>To identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>To know and describe religious buildings and how they are used.</p> <p>To know and explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p>	<p>important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children:</p> <p>To know and explain practices and lifestyles associated with belonging to a faith.</p> <p>To know and explain practices and lifestyles associated with belonging to a non-religious community.</p> <p>To know and compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p> <p>To show an understanding of the role of a spiritual leader.</p>
How beliefs are expressed	Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some	Children explore the expression of beliefs through books, scriptures, art and other important means of communication.	Children continue to explore the expression of beliefs through books, scriptures, art and any other important

	<p>meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children:</p> <p>To know name religious symbols and the meaning of them.</p> <p>To be able to name of important religious stories.</p> <p>To know religious stories and suggest meanings in the story.</p>	<p>Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children:</p> <p>To know and begin to identify religious symbolism in different forms of art and communication.</p> <p>To know and explain the meaning in a story.</p> <p>To know and express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p>	<p>means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children:</p> <p>To know and explore religious symbolism in literature and the arts.</p> <p>To know and explain some of the different ways individuals show their beliefs.</p> <p>To be able to share their opinion or express their own belief with respect and tolerance for others.</p>
<p>Time to reflect and personal growth</p>	<p>Children to understand and show an appreciation of religion plays an important role in the lives of some people. To know how to create links to expressing identity and belonging and what is important to them.</p> <p>Children:</p> <p>To be able to identify things that are important in their lives.</p>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children:</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then 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.</p>

	<p>To know how to ask questions about the puzzling aspects of life.</p> <p>To know and understand there are similarities and differences between people.</p>	<p>To understand that personal experiences and feelings can influence their attitudes and actions.</p> <p>To know and offer suggestions about why religious and non-religious leaders and followers have acted the way they have.</p> <p>To be able to ask questions that have no agreed answers and offer suggestions as answers to those questions.</p> <p>To know and understand that there are similarities and differences between people and respect those differences.</p>	<p>Children:</p> <p>To recognise and express feelings about their identities and beliefs.</p> <p>To know and explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.</p> <p>To know and explain why their answers may be different from someone else's and respond sensitively.</p>
<p>Values (in your own life and others lives)</p>	<p>Children know and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children are able to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children:</p> <p>To know how values affect a community and individuals.</p> <p>To know how actions can affect other people.</p>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children:</p> <p>To know and make informed choices and understand the consequences of choices.</p> <p>To know how shared values in a community can affect behaviour and outcomes</p>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They 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.</p> <p>Children:</p> <p>To know and explain why individuals and communities may have similar and differing values.</p>

	<p>To know and understand that they have their own choices to make and begin to understand the concept of morals.</p>	<p>To understand, discuss and give opinions on morals and values, including their own.</p>	<p>To know show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.</p> <p>To express their own values while respecting the values of others.</p>
	<p>KS3</p>		
<p>Knowledge progression (Year 7-9)</p>	<p>Knowledge</p> <p>To know the names of the six major world religions.</p> <p>To know examples of religious commitment.</p> <p>To know key religious places of worship. E.g. Gurdwara, Church, Mosque.</p> <p>To know some key words for each topic. E.g. belief, religion.</p> <p>To know the names of key religious figures and can outline what they have done. E.g. Gandhi, Guru Nanak, Muhammad.</p> <p>To know the key religious symbols.</p> <p>To know a good selection of religious words and phrases to identify some features of religion.</p> <p>To know how religion is expressed in different ways.</p> <p>To know a growing range of religious vocabulary to describe some key features of religions.</p> <p>To know key teachings from religious texts.</p> <p>To know a range a religious vocabulary to describe the beliefs of individuals and communities.</p>		

	<p>To know some good examples, facts and figures and I can use them to illustrate a point.</p> <p>To know range of religious vocabulary to explain the beliefs of individuals and communities.</p> <p>To know the impact of beliefs upon individuals and communities.</p> <p>To know a range of religious and philosophical vocabulary to give informed accounts of religions and beliefs.</p> <p>To know good examples, facts and figures and I can use them effectively to make a clear point.</p> <p>To know a wide range of religious and philosophical vocabulary to show a coherent understanding of different religions and beliefs.</p> <p>To know a range of examples, facts and figures and I can use these as evidence to support my arguments.</p> <p>To know increasingly wide range of religious and philosophical vocabulary to demonstrate rigorous thinking and present coherent, informed and detailed arguments about beliefs, ethics and values.</p> <p>To know lots of examples, facts and figures and I can use these as evidence to support my arguments.</p> <p>To know an extensive range of religious and philosophical vocabulary to provide a consistent and detailed explanation of religions and beliefs.</p> <p>To know many examples, facts and figures from lessons and my wider research and I can use these as evidence to make my arguments convincing.</p>
<p>Understanding (Year7-9)</p>	<p>Understanding</p> <p>To know that there are different world religions.</p> <p>To know that religion is about people and the world.</p> <p>To know that religion can affect different communities.</p>

	<p>To know the role that key religious figures play in religion.</p> <p>To know the importance of religion for some people.</p> <p>To know the importance of key religious stories e.g. the good Samaritan.</p> <p>To know the different forms of religious expression.</p> <p>To know some similarities and differences in religious practice.</p> <p>To know some similarities and differences both within and between religions.</p> <p>To know why people belong to religious groups.</p> <p>To know sources, practices, beliefs, ideas, feelings and experiences associated with religion.</p> <p>To know lots of similarities and differences between religious groups.</p> <p>To know that beliefs upon individuals, communities and societies can vary.</p> <p>To know different viewpoints about questions and issues raised by religion and belief.</p> <p>To know the key issues, values and questions of meaning and truth in different religions.</p> <p>To know the varied forms of religious spiritual and moral expression.</p> <p>To know the importance of religious diversity in a plural society.</p>
<p>Significance & Influence (Year 7-9)</p>	<p>Significance & Influence</p> <p>To know and explain what commitment means.</p>

	<p>To know and recognise key people and places.</p> <p>To know and explain the importance of key people and places.</p> <p>To know and explain the significance of key religious stories.</p> <p>To know and begin to identify the impact religion has on believers' lives.</p> <p>To know make links between beliefs and sources, including religious stories and sacred texts.</p> <p>To know and describe the impact of religion on people's lives e.g. Martin Luther King and Gandhi.</p> <p>To know and explain how religious sources are used to provide answers to ultimate questions and ethical issues.</p> <p>To know and suggest reasons for diversity in religion. E.g different Christian denominations and Sunni and Shia.</p> <p>To know and interpret the significance of different forms of religious spiritual and moral expression.</p> <p>To know and account for the influence of history and culture on aspects of religious life and practice.</p> <p>To know and analyse religious material with reference to historical, cultural and social contexts.</p> <p>To know and clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time.</p> <p>To know and synthesise effectively to create my accounts of the varied forms of religious spiritual and moral expression.</p>
<p>Analyse and Evaluate (Year 7-9)</p>	<p>Analyse and Evaluate</p> <p>To know and recognise my own values.</p> <p>To know and start to form and give my view on key religious issues. E.g. Should religions care about the planet?</p>

To know and recognise my own values and those of others.

To know and recognise that some questions cause people to wonder and are difficult to answer.

To know and evaluate why key stories are important to religious people.

To ask important questions about religion and beliefs, making links between my own and others' responses.

To know and suggest meanings for a range of forms of religious expression.

To know and describe what inspires and influences me in relation to religion and belief.

To know, formulate and suggest answers to questions raised by religion and belief, relating them to my own and others' lives.

To know and explain what inspires and influences me, expressing my own views on the challenges of belonging to a religion.

To know and use reasoning and examples to express insights into my own and others' views on questions and issues raised by religion and belief.

To know and consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges.

To know and evaluate, using evidence and examples how religious and secular world views attempt to answer philosophical and ethical questions. E.g. Does God exist?

To know and analyse reflectively my own perspectives and those of others to draw balanced conclusions about religious, spiritual and ethical questions.

To know and critically evaluate the impact of religions and beliefs on differing communities and societies.

To know and analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments.

	<p>To know and give independent, well informed and highly reasoned insights into my own and others perspectives on religious and spiritual issues.</p>
	<p>KS4</p>
	<p>To know, investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions.</p> <p>To know and synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts.</p> <p>To know and develop coherent and well -informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.</p> <p>To know and use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies.</p> <p>To know and account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value.</p> <p>To know and argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others.</p> <p>To know and enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy.</p> <p>To know and use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.</p> <p>To know and research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issue.</p>

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media