

Whole School RE Progression

RE is taught following the Surrey Agreed Syllabus

Learning in RE is divided into two distinct but complementary areas:

'Knowledge and Understanding' and 'Expressing ideas, beliefs and insights'

Progress in RE depends upon the development of the following generic learning skills applied to RE

Reflection, Empathy, Investigation, Interpretation, Evaluation, Analysis, Synthesis, Application, Expression

| YR | Y1 | Y2 | End of KS1 |
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| <p>Children will develop these skills in RE related work</p> <ul style="list-style-type: none"> ○ I can talk about a place, a special story or person belonging to a faith community ○ I can recall some simple religious stories ○ I can describe some features of a special place or a book or stories ○ I can say that that other people have places, times, books, objects and people that are special to them ○ I can describe how people celebrate some religious festivals | <p>Children will develop these skills in their RE related work</p> <ul style="list-style-type: none"> ○ I can talk about some simple ideas in Christianity / Judaism ○ I can retell a story ○ I can talk about issues ○ I can ask and suggest some good questions about Christianity / Judaism ○ I can recognise some objects from Christianity / Judaism and say why these are important ○ I can identify and describe some ways that..... ○ I can collect examples of.... ○ I can give an account of..... ○ I can offer ideas of my own | <p>Children will develop these skills in their RE related work</p> <ul style="list-style-type: none"> ○ I can make links between what Christians / Muslims are taught and what they believe. ○ I can identify some similarities and differences ○ I can retell religious, spiritual and moral stories ○ I can identify possible meanings for stories, symbols and other forms of religious expression ○ identify how religion and belief is expressed in different ways ○ I can answer the unit question thoughtfully | <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> ○ Identify similarities in features of religions and beliefs ○ Retell religious, spiritual and moral stories ○ Identify possible meanings for stories, symbols and others forms of religious expression ○ Identify how religion and belief is expressed in different ways ○ Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings. ○ Give a reason why something may be valued but themselves and others ○ Recognise that some questions about life are difficult to answer |

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| <ul style="list-style-type: none">○ I can say that that festivals are special times for different people○ I can share places, times, books, objects and people that are special to me○ I can give examples linked to my own life○ I can share occasions when things have happened in my life○ I can talk about groups I belong to and know that other children belong to different groups○ I can respond with sensitively and responsibility to the world around me○ I can show a range of feelings in response to my experiences e.g. awe, wonder, sadness, joy etc | <ul style="list-style-type: none">○ I can use creative ways to express my own ideas | <ul style="list-style-type: none">○ I can give examples of ways that.....○ I can respond sensitively and imaginatively to questions about my own and others' ideas, experiences and feelings○ I can express my own ideas about Christianity / Islam in the light of my learning○ I can ask questions about their own and others' ideas, feelings and experiences○ I can suggest my own ideas○ I can suggest meanings○ I can give a reason why something may be valued by themselves and others○ I can recognise that some questions about life are difficult to answer | |
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