

Bledington Primary School Religious Education Skills Progression

We follow the Gloucestershire RE syllabus, whose teaching and learning approach has three core elements. These elements are woven together to provide breadth and balance within teaching and learning about religions and beliefs. Below are the end of phase outcomes for each element. Each unit of learning laid out in the BPS RE programme provides learning outcomes specific to each key question. These lead in turn to the following end of phase outcomes:

Teaching and learning approach	By the end of KSI (Year 1 & 2), pupils can...	By the end of LKS2 (Year 3 & 4), pupils can...	By the end of UKS2 (Year 5 & 6), pupils can...
Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/ sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

RE in the Foundation Stage (Reception)

The Gloucestershire RE syllabus enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. Children in Reception will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Below are the Early Learning Goals related to RE for children in the Reception year:

Understanding the World – People, Culture and Communities: Children at the expected level of development will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Below are the learning outcomes for our RE units of learning in the Reception year:

Teaching and learning approach	By the end of the Reception year, pupils can...
Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none">• Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus• Recognise, retell and talk about some religious stories (including Easter stories), talking about what they say about the world, God and human beings• Say why Easter is a special time for Christians• Begin to recognise that for Christians, Muslims or Jews, special things in a place of worship link to beliefs about God• Recognise some religious words, e.g. about God• Identify a sacred text e.g. Bible, Torah.
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none">• Say how and when Christians like to thank their Creator• Recall simply what happens at a traditional Christian festival (Christmas)• Recognise some symbols Christians use during Holy Week• Talk about some ways Christians remember stories at Easter• Recall simply what happens at a traditional Christian infant baptism and dedication and what happens when a baby is welcomed into a religion other than Christianity• Recognise that some religious people have places which have special meaning for them• Talk about the things that are special and valued in a place of worship• Talk about some of the things religious stories teach believers.
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none">• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world• Think about the wonders of the natural world, expressing ideas and feelings• Talk about what people do to mess up the world and what they do to look after it• Talk about people who are special to them and say what makes their family and friends special to them• Make connections between religious stories and personal experiences.• Talk about ideas of new life in nature and make connections between this and some symbols Christians use during Holy Week• Share and record occasions when things have happened in their lives that made them feel special• Talk about somewhere that is special to themselves, saying why• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church• Express a personal response to the natural world• Identify some of their own feelings in the stories they hear.

During the children's journey through Bledington Primary School, they will also develop the following skills:

Skill	In RE, this includes abilities such as:
Investigating	<ul style="list-style-type: none"> • asking relevant questions • knowing how to use different types of sources as ways of gathering information • knowing what may constitute evidence for understanding religion(s).
Reflecting	<ul style="list-style-type: none"> • reflecting on religious beliefs and practices and ultimate questions • reflecting upon feelings, relationships, and experiences • thinking and speaking carefully about religious and spiritual topics.
Expressing	<ul style="list-style-type: none"> • explaining concepts, rituals and practices • identifying and articulating matters of deep conviction and concern and responding to religious issues through a variety of media.
Interpreting	<ul style="list-style-type: none"> • drawing meaning from, for example artefacts, works of art, poetry and symbols • interpreting religious language • suggesting meanings of religious texts.
Empathising	<ul style="list-style-type: none"> • considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Applying	<ul style="list-style-type: none"> • using RE learning in new situations • making the association between religions and individual community, national and international life • identifying key religious values and their connections with secular values.
Discerning	<ul style="list-style-type: none"> • developing insight into personal experience and religion • exploring the positive and negative aspects of religious and secular beliefs and ways of life • relating learning to life • making thoughtful judgements about the personal value of religious beliefs and practices.
Analysing	<ul style="list-style-type: none"> • distinguishing between opinion, belief and fact • distinguishing between the features of different religions • recognising similarities and distinctiveness of religious ways of life.
Synthesising	<ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole • making links between religion and human experience, including the pupil's own experience.
Evaluating	<ul style="list-style-type: none"> • weighing debating issues of religious significance with reference to experience, evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience • drawing conclusions which are balanced, and related to evidence, dialogue and experience.