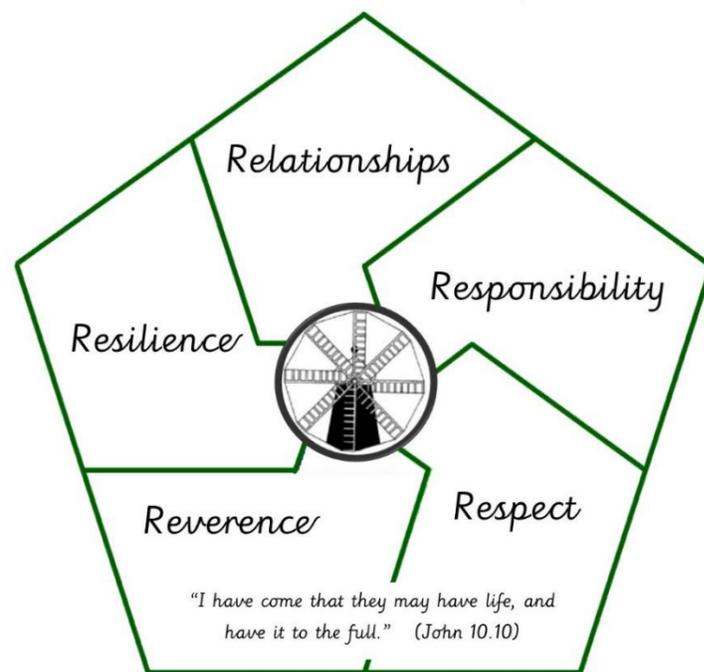
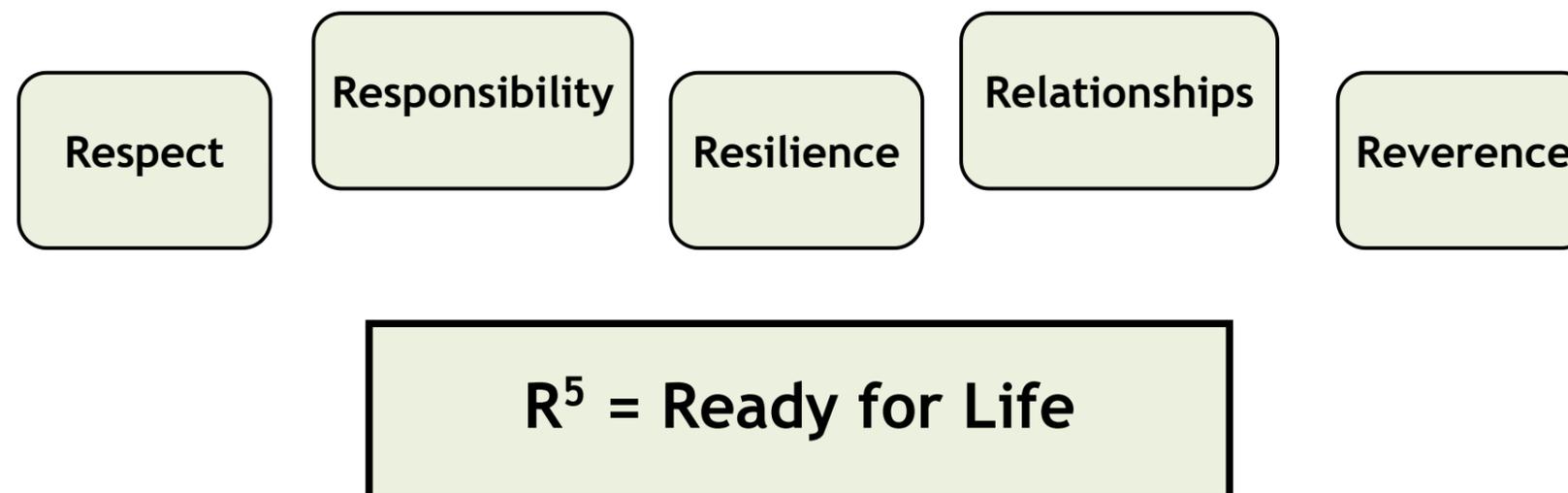


Heckington St. Andrew's

RE Progression Document

October 2019
Updated June 2021

The Heckington Way



At Heckington St Andrew's nothing but the best is good enough AND together we can always be better.

CURRICULUM INTENT FOR RE

Our R.E. curriculum is underpinned by our locally Agreed R.E. Syllabus. Through R.E. our pupils will develop religious literacy and knowledge of significant religions including Christianity, Islam, Judaism and Hinduism. Pupils will develop their abilities to articulate the beliefs and practices of the major religions and diversity within a religious community. They will be taught to question thoughtfully, and to compare compassionately, in order to celebrate the diversity of thinking across the globe. They will be taught to respect the rights of others to hold diverse opinions and participate in culturally different practices. Pupils will be able to defend ideas and/or practices with which they do not necessarily agree. They will develop their ability to make morally based decisions, and to behave with respect and compassion to fellow citizens.

Implementation

Teachers plan from the agreed long term planning and our progression document, promoting, believing, living, thinking. These are underpinned by the Agreed Syllabus. R.E. is taught in weekly discrete lessons. The planning incorporates major festivals, developing key knowledge through this context when appropriate. Teachers adapt the planning to best support the progression of pupils in their class, consulting with the subject leader if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, usually at the discretion of the class teacher. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about other faiths.

BELIEVING: (Making sense of the text)

*Developing skills of reading and interpretation;
understanding how believers interpret, handle and use sacred texts; making sense of meaning of texts for adherents.*

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>remember a religious story and talk about it</p> <p>Saysome things that people believe</p>	<p>talk about some of the things that are the same for different religious people</p> <p>Recognise that God, creating incarnation and salvation are part of a 'big story' of the bible.</p> <p>Identify at least two different types of text from a sacred book; for example, a story, a parable. A gospel account of Jesus' how to behave.</p> <p>Tell stories from a sacred book and recognise a link with a concept; for example, creation, incarnation, gospel and salvation.</p> <p>Give clear, simple accounts of what sacred texts mean to their adherents.</p>	<p>describe what a believer might learn from a religious story</p>	<p>use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</p> <p>Order at least five key concepts within a timeline of the bible's 'big story'.</p> <p>List two distinguishing features of at least three different types of sacred text; for example, gospel, parable, and letter.</p> <p>Make clear links between sacred texts and the key concepts studied.</p> <p>Offer suggestions about what texts might mean and give examples of what the texts studied mean to some of their adherents.</p>	<p>suggest reasons for the similar and different beliefs which people hold,</p> <p>explain how religious sources are used to provide answers to important questions about life and morality</p>	<p>Interpret sources and arguments, explaining different answers, from different traditions to ultimate questions and ethical issues</p> <p>Outline the timeline of the 'big story' of the bible, explaining the place within it of the core concepts studied.</p> <p>Identify at least five different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between sacred texts and the key concepts studied, using theological terms.</p> <p>Taking account of the context, suggest meaning for sacred texts studied, and compare their ideas with ways in which adherents interpret the texts, showing awareness of different interpretations.</p>

LIVING: Understanding the impact

Examining ways in which believers respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within their religious community and in the world.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>use the right names for things that are special to religious people</p> <p>recognise religious art, symbols and words and talk about them</p> <p>talk about some things in stories that make people ask questions</p>	<p>say what some religious symbols stand for and say what some of the art (music, etc) is about</p> <p><i>Give at least three examples of ways in which believers use sacred concepts, stories and texts to guide their beliefs, in their individual lives and in their religious communities.</i></p> <p><i>Give at least three examples of how adherents to a faith put their beliefs into practice.</i></p>	<p>describe what a believer might learn from a religious story</p> <p>use religious words to describe some of the different ways in which people show their beliefs</p> <p>ask questions about the meaning and purpose of life, and suggest a range of answers which might be given – including by members of different religious groups</p>	<p>ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced others</p> <p>express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean</p> <p><i>Make simple links between sacred texts and concepts studied and how believers live in their whole lives and in their religious communities.</i></p> <p><i>Describe how believers show their beliefs in worship and in the way, they live.</i></p>	<p>describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p> <p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions</p>	<p>Explain why the impact of religions and beliefs upon individuals, communities and societies varies</p> <p>Use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them</p> <p>Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitment</p> <p><i>Make clear connections between sacred texts and concepts studied with what adherents believe, how they worship and how believers behave in their whole lives, their church communities, and in the wider world.</i></p> <p><i>Show how believers put their beliefs into practice in different ways; for example in different denominations of Christianity.</i></p>

THINKING: Making connections

Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>talk about things that happen to me</p> <p>talk about what I find interesting or puzzling</p> <p>talk about what is important to me and to others with respect for their feelings</p>	<p>ask about what happens to others with respect for their feelings</p> <p><i>Think, talk and ask questions about whether the sacred text has something to say to me, exploring different ideas.</i></p>	<p>compare some of the things that influence me with those that influence other people</p> <p>ask important questions about life and compare my ideas with those of other people</p> <p>link things that are important to me and other people with the way I think and behave</p>	<p>ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values</p> <p><i>Raise questions and suggest answers about how far the big ideas explored in the bible and the concepts studied might make a difference to how I think and live.</i></p> <p><i>Makes links between some of the stories and teachings in the sacred text and life in the world today, expressing some ideas of my own clearly.</i></p>	<p>give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me</p> <p>ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives</p>	<p>Express insight into their own and others' views on questions of sacredness, identity and belonging, meaning, purpose and truth</p> <p>Use reasoning and example to express insights into the relationships between beliefs, authorities teachings and world issues</p> <p><i>Identify ideas arising from the study of texts and concepts, and comment on how far these are helpful or inspiring, justifying my responses.</i></p> <p><i>Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of my own life and the world today, developing insight of my own.</i></p>