



The Hermitage School – RE Skills Progression



The RE curriculum taught within The Hermitage School is based around the Agreed Syllabus for Religious Education in Surrey Schools. The children have the opportunity to learn about the main religions throughout their time at The Hermitage. Below are the expectations for what the children should know and be able to express by the end of Key Stage 2, followed by the topics covered in each year. On pages 2 and 3 are the progression statements taken directly from the Diocese of Guildford, the latter is a pupil-friendly version.

By the end of Key Stage 2 pupils should:

- know about and understand religion (and, where appropriate, non-religious worldviews),** so that they can:
- describe, explain and analyse beliefs, teachings and practices, recognising the diversity which exists within and between religious and non-religious communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews (including the key texts, the teachings of key leaders, and key thinkers from different traditions and communities)
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
- express ideas and insights about the nature, significance and impact of religion and beliefs,** so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion or belief

	Year 3	Year 4	Year 5	Year 6
Topics studied	How did Jesus change lives? Is Christian worship the same all around the world? Why are presents given at Christmas? How can a synagogue help us to understand Jewish faith? What are important times for Jews? Easter: what happened – and what matters most to Christians? How did it all begin?	Why do Christians call God, Father? How did the Church begin? How can artists help us to understand Christmas? Additional Study Unit (TBC) How does Lent help Christians prepare for Easter? How does the Bible reveal God’s plan? What is ‘wisdom’?	How can churches help us to understand Christian beliefs? Who did Jesus say ‘I AM’? Why is light an important sign at Christmas? How can a mosque help us to understand the Muslim faith? How do Christians know what happened at Easter? How do the pillars of Islam help Muslims to live a good life? What is the ‘Buddhist way of life’?	How did Jesus’ teachings challenge people? How is God Three – and yet One? What do the Gospels say about the birth of Jesus – and why is it ‘good news’? What helps Hindus to worship? Did Jesus have to die? What does it mean to be a Hindu? What can we learn about the Christian faith from the Chronicles of Narnia?



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<ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems explain how and why differences in belief are expressed recognise and explain diversity within religious expression, using appropriate concepts recognise and explain the impact of beliefs and ultimate questions on individuals and communities 	level 5	<ul style="list-style-type: none"> express clear views about how sources of inspiration and influence make a difference to their own and others' beliefs recognise and explain how issues related to religion and belief are relevant in their own lives contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence
<ul style="list-style-type: none"> gather, select, and organise ideas about religion and belief describe similarities and differences within and between religions and beliefs comment on connections between questions, beliefs, values and practices suggest meanings for a range of forms of religious expression, using appropriate vocabulary describe the impact of beliefs and practices on individuals, groups and communities 	level 4	<ul style="list-style-type: none"> describe how sources of inspiration and influence make a difference to themselves and others apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives suggest what might happen as a result of their own and others' attitudes and actions suggest answers to some questions raised by the study of religions and beliefs
<ul style="list-style-type: none"> investigate and connect features of religions and beliefs make links between beliefs, stories and practices identify similarities and differences between religions and beliefs describe and suggest meanings for symbols and other forms of religious expression identify the impact of beliefs and practices on people's lives 	level 3	<ul style="list-style-type: none"> identify what influences and inspires them, and why compare their own ideas and feelings about what pupils think is important make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions ask significant questions about religions and beliefs
<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 other forms of religious expression identify how religion and belief is expressed in different ways 	level 2	<ul style="list-style-type: none"> respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings ask questions about their own and others' ideas, feelings and experiences give a reason why something may be valued by themselves and others recognise that some questions about life are difficult to answer
<ul style="list-style-type: none"> recognise and name features of religions and beliefs recall features of religious, spiritual and moral stories and other forms of religious expression recognise symbols and other forms of religious expression 	level 1	<ul style="list-style-type: none"> express their own experiences and feelings identify what is important to themselves and may be important to others identify what they find interesting and puzzling in life
LEARNING ABOUT RELIGION: 'know about and understand religions & beliefs....'		LEARNING FROM RELIGION: 'expressing and communicating ideas & insights...'



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Learning from religion: 'expressing ideas and insights....'				
	influences and beliefs	asking questions	thinking about answers	impact of values
from level 4 to 5	explain how issues are relevant in your life and what difference they make to you and others	suggest ways you might go about addressing questions or issues raised	suggest answers to questions about life, beliefs, values and commitments, using relevant sources & evidence	develop 'arguments' about religious viewpoints and beliefs, and the challenges of commitment
from level 3 to 4	describe what inspires and affects you and other people	apply ideas raised by religion and belief in your own and others' lives	suggest answers to questions about life, beliefs, values and commitments	suggest what might happen as a result of your or others' attitudes or actions
from level 2 to 3	say what has an effect on your life, comparing your own with other people's experiences	ask important questions about religion and belief	compare your own and other people's answers to important questions about religion and beliefs	describe why you and others think something is right or wrong
from level 1 to 2	give a reason why something may be important to you and others	ask questions about your own and other people's experiences and feelings.	be thoughtful and caring when talking about other people's ideas and feelings realise that some questions make us wonder and are difficult to answer	say what you and others think is right or wrong
to level 1	identify what is important to you and others	talk about what you find interesting or puzzling	talk about your own experiences and feelings	talk about important values e.g. love, friendship etc.
To get...	<i>...you should try to...</i>			

Learning about religion: 'know about and understand religious.....'					
	language	diversity	sources	expression	impact
from level 4 to 5	use a range of religious words to explain things which are sacred to religious people	explain how and why differences in belief are expressed, both within and between religions	explain how different people can use holy books and religious teachings to find answers to life's questions	describe ways in which people worship and explain how this can be different within and between religions	clearly explain the difference religion makes in people's lives and the wider community
from level 3 to 4	use appropriate religious words to show understanding of things which are sacred to religious people	describe similarities and differences within a religion as well as between religions	show connections between stories or holy books and how religious people live their lives	suggest reasons why people worship and describe what a range of religious symbols and actions mean	describe how religion affects the lives of individuals, groups and communities
from level 2 to 3	use some religious words to describe the important parts of religions	identify some things that are the same and some things that are different between religions	make links between religious stories and what someone believes	describe how some people worship, e.g. through words and songs, art, objects etc.	identify how religion affects people's lives
from level 1 to 2	use some religious words to say what is important for religious people	identify some things that are the same in different religions	retell religious stories	say what religious symbols and actions might mean	say how different people show their religion
to level 1	use some religious words to recognise and name some important things for religious people	recall features of different religions	recall events / people in religious stories	recognise some religious symbols or actions	recognise different ways people show their religion
To get...	<i>...you should try to...</i>				