

Wychwood RE Progression of Knowledge

RE Progression

	KS1	LKS2	UKS2
<p><u>Substantive knowledge</u> Knowing it..... Core knowledge and understanding of texts, stories and key beliefs</p>	<p>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism)</p> <p>Recall a variety of religious stories used for different purposes</p> <p>Give a simple account of some of the core beliefs and symbols of the religions and non-religious world views studied</p> <p>Retell a selection of key stories, making links to the core beliefs</p>	<p>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)</p> <p>Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)</p> <p>Describe the lives of the most important religious figures and their place within the belief system</p> <p>Suggest meaning for the various kinds of writing found within sacred texts</p>	<p>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders</p> <p>Use technical & religious language to identify the different writings within sacred texts</p> <p>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders</p> <p>Explain the connections between sacred texts and beliefs using theological terms</p>
<p>Living it... Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally</p>	<p>Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area</p> <p>Identify some elements of practice that arise from these beliefs</p> <p>Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot)</p> <p>Give examples of how beliefs are linked to worship and prayer</p>	<p>Identify the key practices of a faith and some of the differences between denominations or sects</p> <p>Describe how beliefs influence worship and guide lifestyle choices</p> <p>Make links between the texts studied and the practice of faith in the community and family</p> <p>Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God</p>	<p>Make clear links between the texts and concepts studied and common practice across denominations</p> <p>Describe the actions of believers in their communities, locally and globally that demonstrate commitment</p> <p>Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death</p> <p>Show how inspiration might play a part in how believers interpret the texts</p>
<p><u>Disciplinary knowledge</u> Linking it... Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives</p>	<p>Talk about their own experiences in the light of the religious knowledge gained</p> <p>Express their own opinions appropriately</p> <p>Talk about the differences that beliefs make to the way believers live</p> <p>Make simple comparisons to their own lives</p> <p>Ask questions about the beliefs and practices of other</p>	<p>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area</p> <p>Make links between the teachings of religious figures and current leaders</p> <p>Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</p>	<p>Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life</p> <p>Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be</p> <p>Compare religious and non-religious responses to the big questions of life</p>