



Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

RE

	Learning about religions		Learning from religion		
	Practices & lifestyles	Beliefs, teaching & sources <i>Expressing meaning</i>	Identity, diversity & belonging	Meaning, purpose & truth	Values & commitments
Emergent (Recognise)	Use some religious words and phrases to recognise the different religions & beliefs within communities.	Recall religious stories, actions and celebrations and recognise religious symbols, words, gestures and artefacts.	Can talk about their own experiences, feelings and celebrations.	Talk about what they find interesting or puzzling	Talk about what is of value and concern to themselves and to others.
Early (Identify)	Use some religious words and phrases to identify features of religion and its importance for some people. Begin to show awareness of similarities in religion and beliefs.	Retell and suggest meanings for religious stories, actions and symbols. <i>Identify how religion and belief are expressed in different ways.</i>	Ask & respond sensitively to questions about their own and others' experiences and feelings.	Identify some questions that cause people to wonder and are difficult to answer.	In relations to matters of right and wrong identify their own values and those of others.
Middle (Describe)	Use a developing religious vocabulary to describe some key features of religions, recognising similarities & differences. Begin to identify the impact religions and beliefs have on believers' lifestyles	Make links between beliefs and sources including religious stories and sacred texts. <i>Describe some forms of religious expression</i>	Describe their influences, making links between aspects of their own and others' experiences.	Ask important questions about religious beliefs and ways of living, linking their own and others' responses.	Describe the links between values and commitments and their own attitudes and behaviour.
Later (understand & apply)	Use an increasing religious vocabulary to show understanding of key features of religions. Understand the impact of religion and belief on people's lifestyles.	Make links between similarities & differences both within and between religions and beliefs. <i>Suggest meanings for a range of forms of religious expression</i>	Raise and suggest answers to questions of religions & beliefs and sources of wisdom and inspiration.	Apply their ideas to their own and other people's lives.	Understand what inspires and influences themselves and others.
Extended (Explain & interpret)	Use religious and philosophical vocabulary to explain the impact of beliefs upon individuals and communities. Explain reasons for diversity within and between religions and beliefs. Explain why people belong to religions and belief groups.	Explain how similarities and differences illustrate distinctive beliefs within and between religions. <i>Explain how religious sources are used to provide answers to ultimate questions and ethical issues</i>	Raise and suggest answers to questions of religions & beliefs and sources of wisdom and inspiration, relating them to their own and others' lives.	Explain what inspires and influences them.	Express their own and others' views on the challenges of belonging to a religion.

	Reasoning skills:	Enquiry Skills:	Engaging, reflecting and responding in RE:
	In RE pupils are increasingly enabled to be reasonable about religion:	In RE, in relation to religion, pupils are increasingly enabled to pursue questions, investigations and enquiries of their own, developing ways to find answers, understand perspectives and evaluate arguments:	In relation to religion and belief pupils are increasingly enabled to build interesting links and connections between their own experience, ideas and views of the world and the religions and beliefs they are learning about. They develop their abilities to respond sensitively and express insights and perspectives of their own. Examples: there will, of course, be thousands of different examples, but we suggest just a couple here.
1 Emergent	Talk thoughtfully about simple ideas and questions	Be curious / ask about / take an interest in religion and belief	Take an interest in things that puzzle themselves and other people.
2 Early	Develop ideas and questions thoughtfully	Ask questions of their own about religion	Respond sensitively for themselves to spiritual and religious questions.
3 Middle	Make simple connections between questions, beliefs and answers.	Ask good questions of their own about religion and find and consider answers	Make reflective links between their own experiences and the material they study.
4 Later	Support a point of view with a reason	Investigate by gathering, selecting, organising or refining questions and ideas about religion	Apply ideas from religions to their own experiences and reflections thoughtfully.
5 Extended	Explain reasons for points of view	Suggest lines of enquiry and plan investigations into religion	Express their viewpoints on religious / spiritual questions, accurately representing a position divergent from their own.

Ladder of Skills

	AT1 Learning about religion and belief	AT2 Learning from religion and belief
8	Analyse and contextualise...	Synthesise and justify their views
7	Account for, show coherent understanding...	Evaluate critically and personally...
6 KS3 +	Interpret...	Express insights...
5 Extended	Explain (why, similarities and differences)...	Express their views (in the light of religious teaching)...
4 Later	Show understanding...	Apply ideas...
3 Middle	Describe...	Make links...
2 Early	Identify, Retell...	Recognise, respond sensitively...
1 Emergent	Recall, Name...	Talk about...

Programme of Study

KS1 Key Areas of Learning	Learn about religion and belief (AT1)	Learn from religion and belief (AT2)
<p>The fields of enquiry should be addressed through the following themes, by helping children to think about questions to do with:</p> <ul style="list-style-type: none"> • Story: how and why are some stories special or sacred? What makes these stories important in religion? • Myself: who I am? What makes me unique as a person in a family and community? • Belonging: where do people belong? How do we belong? Why is belonging important? • Leaders and teachers: what can we learn from figures who have an influence on others locally, nationally and globally in religion and beliefs? • Celebrations: how and why are celebrations important in religion? • Symbols: how and why do symbols express religious meaning? • Believing: what do different people believe about God, humanity and the natural world? 	<p>Knowledge, skills and understanding in finding out about:</p> <ul style="list-style-type: none"> • A wide range of religious stories from sacred writings: learners will talk about their meanings and respond sensitively to them. • Different celebrations and ways of worshipping in religion, noticing some similarities between them. • Signs of belonging to religions, and symbols with meaning for religious people, noticing this makes a difference in life. • Ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children respond creatively themselves. • Children begin to use a range of religious 	<p>Engaging with, reflecting on and responding to questions about:</p> <ul style="list-style-type: none"> • Myself, and community, responding to examples of how religion makes a difference to individuals, families and communities. • Puzzling questions and beliefs, asking and responding imaginatively to puzzling questions and sharing their thoughts; • Values and commitments, engaging with questions about what matters most and thinking about some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness.
KS2 Key Areas of Learning	Learn about religion and belief (AT1)	Learn from religion and belief (AT2)
<p>The fields of enquiry should be addressed through the following themes, by raising and addressing key questions:</p> <ul style="list-style-type: none"> • Beliefs and questions: How do the beliefs of religious and non-religious people about God, the world and others make a difference to their lives? • Teachings and authority: What do sacred texts and other sources say about God, the world and human life? • Worship, pilgrimage and sacred places: Where, how and why do different people worship, including at particular sites? • The journey of life and death: Why are some occasions sacred to believers? What do people think about life after death? • Symbols and religious expression: How can religious and spiritual ideas be expressed in different ways? • Inspirational people: Who is an inspiring figure? What impact do inspiring people have on us and on the wider world? • Religion and the individual: What is expected of a person in following a religion or belief? • Religion, family and community: How do religious families and communities practise their faith? What contributions does this make to local life in North Yorkshire? • Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<p>Knowledge skills and understanding in investigating:</p> <p>Beliefs, teachings and sources</p> <ul style="list-style-type: none"> • Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study; <p>Practices and lifestyles</p> <ul style="list-style-type: none"> • Pupils will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society; <p>Expressing meaning</p> <ul style="list-style-type: none"> • Pupils will find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages. 	<p>Engaging with, reflecting on and responding to questions of:</p> <p>Identity, diversity and belonging</p> <ul style="list-style-type: none"> • Pupils will reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study; <p>Meaning, purpose and truth</p> <ul style="list-style-type: none"> • Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives; <p>Values and commitments</p> <ul style="list-style-type: none"> • Pupils will explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully.