Overview of areas of Religious Education.

Taken from Discovery RE.

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| Progression through Key Stages. | Investigate the beliefs and practices of religions and other world views. | Investigate how religions and other world views address questions of meaning, purpose and value. | Investigate how religions and other world views influence morality, identity and diversity. | Child’s own thoughts, opinions, belief, empathy. | Knowledge and understanding. | Skills of evaluation and critical thinking in relation to the big enquiry question. |
| EYFS | Retell and find meaning. | Explore ideas.  Share own ideas. | Begin to express ideas and opinion. | I can talk about what concepts like kindness, forgiveness means to me in my world.  I can share my own thoughts. | I can recall facts about the religions I have studied.  I can begin to talk about the symbols of different religions. | I can think to answer questions.  I am beginning to see there could be more than one answer. |
| Key Stage One. | Retell, recognise and find meanings. | Explore and respond sensitively. | Share ideas and opinions. | I can talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world.    I can verbalise and / or express my own thoughts. | I can recall facts about the religions / beliefs I have studied.  I can begin to use the religious vocabulary and start to explain the significance and meaning of the symbols of different religions. | I can start to think through the enquiry question using some facts.  I am beginning to see there could be more than one answer. |
| Lower Key Stage 2. | Describe, discover more and respond thoughtfully. | Observe and suggest reasons. | Suggest reasons and respond thoughtfully. | I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.  I can express my own opinions and start to support them with rationale. | I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance. | I can apply my knowledge to the enquiry question and give an answer supported by one or more facts. |
| Upper Key Stage 2. | Reflect and make connections between different ideas | Consider, compare and contrast. | Offer ideas and clear responses. | I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs.  I can express my own thoughts etc having reflected on them in relation to other people’s. | I can recall facts about religions.  I can explain differences in practice and interpretation within and between religions / belief systems. | I can weigh up evidence and discuss different arguments linked to an enquiry question.  I can express my answer, supported with evidence / rationale. |