



## Skills progression R.E. overview



### Government non statutory guidance:

Breadth and depth in RE for all pupils can be achieved if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.
- The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote.
  - the school community
  - the community within which the school is located
  - the UK community
  - the global community.

### Hampshire Living Difference IV

*Living Difference IV (the Agreed Syllabus for Hampshire) seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one's life, individually and collectively.*

As key stage two progresses, children usually have a broader range of experiences to draw from on their enquiries. They will therefore engage with all three concepts (as explained below), with C concepts being covered in years five and six.

- A – concepts/words **shared within** as well as **outside of religions** and religious traditions. This includes four Golden thread concepts that will thread through the curriculum to enable continuity through key stages. These are: **community, belonging, special** and **love**. (shown below)
- B – concepts/words that are **shared across** religions and religious traditions.
- C – concepts/words **distinctive** to particular religions and religious traditions.



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| End of Year Expectations<br>By the end of year 4 | Year 3 unit 1<br>Concept:<br>Remembering (A)<br>Shabbat (Judaism)<br><b>**community**</b>   | Year 3 unit 2<br>Concept: Angels (B)<br>Angels (Christianity)<br><b>**special**</b>      | Year 3 unit 3<br>Concept: Freedom (A)<br>Passover (Judaism)                       | Year 3 Unit 4<br>Concept: Ritual (B)<br>Paschal Candle (Christianity)<br><b>** belonging**</b> | Year 3 Unit 5<br>Concept: Specialness (A)<br>Special Books (Mixed)<br><b>**special**</b> | Year 3 Unit 6<br>Concept: Message (B)<br>Stories with Messages (Christianity) |
|--|---|--|---|--|--|---|
| Communicate                                      | Children can <b>express creatively as well as describe</b> their response to their own experiences of the concepts/word introduced  |  |   |  |  |   |
| Apply  | Children can <b>recognise and describe</b> how their responses relate to events in their own and sometimes other people's lives   |  |   |  |  |   |
| Inquire  | Children can <b>accurately describe</b> what has been taught about the meanings of concepts/words   |  |   |  |  |   |
| Contextualise                                    | Children can <b>accurately describe</b> some variations in ways in which the concept/word is shown in lives of people encountered and studied   |  |   |  |  |   |
| Evaluate   | Children can <b>discern and describe the value</b> of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise<br>Children can <b>discern possible value</b> for their own lives and communities. |  |   |  |  |   |
| End of Year Expectations<br>By the end of year 4 | Year 4 Unit 1<br>Concept: Ritual (B)<br>Sukkot (Judaism)  | Year 4 Unit 2<br>Concept: Holy (B)<br>Mother of God (Christianity)<br><b>**special**</b> | Year 4 Unit 3<br>Concept: Identity (A)<br>Purim (Judaism)<br><b>**belonging**</b> | Year 4 Unit 4<br>Concept: Suffering (A)<br>Easter (Christianity)<br><b>**love**</b>            | Year 4 Unit 5<br>Concept: Symbol (B)<br>Trees (Mixed)                                    | Year 4 Unit 6<br>Concept: Temptation (B)<br>Making Choices (Christianity)     |
| Communicate                                      | Children can <b>express creatively as well as describe</b> their response to their own experiences of the concepts/word introduced  |  |   |  |  |   |
| Apply  | Children can <b>recognise and describe</b> how their responses relate to events in their own and sometimes other people's lives   |  |   |  |  |   |
| Inquire  | Children can <b>accurately describe</b> what has been taught about the meanings of concepts/words   |  |   |  |  |   |
| Contextualise                                    | Children can <b>accurately describe</b> some variations in ways in which the concept/word is shown in lives of people encountered and studied   |  |   |  |  |   |
| Evaluate   | Children can <b>discern and describe</b> the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise<br>Children can <b>discern possible value</b> for their own lives and communities. |  |   |  |  |   |

| <b>End of Year Expectations</b><br><br><b>By the end of year 6</b> | <b>Year 5 Unit 1</b><br><b>Concept: Stewardship (B)</b><br><b>Creation (Islam)</b><br><i>**love**</i>  | <b>Year 5 Unit 2</b><br><b>Concept: Prophecy (B)</b><br><b>Magi (Christianity)</b><br><i>**special**</i> | <b>Year 5 Unit 3</b><br><b>Concept: Belonging (C)</b><br><b>Shahada and Salat (Islam)</b><br><i>**belonging**</i>                | <b>Year 5 Unit 4</b><br><b>Concept: Symbol (B)</b><br><b>Eucharist (Christianity)</b>                              | <b>Year 5 Unit 5</b><br><b>Concept: God (B)</b><br><b>God Talk (Mixed)</b><br><i>**special**</i>               | <b>Year 5 Unit 6</b><br><b>Concept: Ummah (Community) (C)</b><br><b>Hajj and Zakat (Islam)</b><br><i>**community**</i> |
|--|--|--|--|--|--|--|
| Communicate  | Children can <b>respond creatively as well as begin to explain</b> their response to their own experiences of the concepts/words introduced  |  |  |  |  |  |
| Apply  | Children can <b>explain some examples</b> of how their responses relate to events in their own and other people's lives  |  |  |  |  |  |
| Inquire  | Children can <b>accurately explain meanings of concepts/words</b> in the traditions encountered and studied  |  |  |  |  |  |
| Contextualise  | Children can <b>accurately explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions  |  |  |  |  |  |
| Evaluate   | Children can <b>discern the value</b> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise.<br><br>Children can <b>discern possible value</b> in the concepts/words for their own lives and communities. |  |  |  |  |  |
|  | <b>Year 6 Unit 1</b><br><b>Concept: Justice (B)</b><br><b>Stories of Justice in Christianity, Islam and Judaism (Mixed)</b><br><i>**community**</i>  | <b>Year 6 Unit 2</b><br><b>Concept: Interpretation (C)</b><br><b>Birth narratives (Christianity)</b>     | <b>Year 6 Unit 3</b><br><b>Concept: Resurrection (C)</b><br><b>Easter: What happened next? (Christianity)</b><br><i>**love**</i> | <b>Year 6 Unit 4</b><br><b>Concept: Ritual (C)</b><br><b>Wudu and Eid-ul-Fitr (Islam)</b><br><i>** belonging**</i> | <b>Year 6 Unit 5</b><br><b>Concept: Peace (C)</b><br><b>Revelation of the Qur'an, Ramadan and Sawm (Islam)</b> |  |
| Communicate  | Children can <b>respond creatively as well as begin to explain</b> their response to their own experiences of the concepts/words introduced  |  |  |  |  |  |
| Apply  | Children can <b>explain some examples</b> of how their responses relate to events in their own and other people's lives  |  |  |  |  |  |
| Inquire  | Children can <b>accurately explain meanings of concepts/words</b> in the traditions encountered and studied  |  |  |  |  |  |
| Contextualise  | Children can <b>accurately explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions  |  |  |  |  |  |
| Evaluate   | Children can <b>discern the value</b> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise.<br><br>Children can <b>discern possible value</b> in the concepts/words for their own lives and communities. |  |  |  |  |  |