



Religious Education: Progression of Knowledge & Personal Development



	R	1	2	3	4	5	6
Communicate	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. + work towards Y1 objectives	Express creatively their response to their own experiences of the concepts/words introduced.	Express creatively their response to their own experiences of the concepts/words introduced.	Express creatively as well as describe their response to their own experiences of the concepts/words introduced.		Respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced.	
Apply		Recognise their responses relate to events in their own lives.	Recognise how their responses relate to events in their own and sometimes other people's lives.	Recognise and describe how their responses relate to events in their own and sometimes other people's lives.		Explain some examples of how their responses relate to events in their own and other people's lives.	
Inquire		Recognise what has been taught about the concept/word and how they are used in the tradition studied.	Simply describe what has been taught about how the concept/word and how it is used in the tradition studied.	Accurately describe what has been taught about the meanings of concepts/words.		Accurately explain meanings of concepts/words in the traditions encountered and studied.	
Contextualise		Accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied.	Accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.				
Evaluate		In simple terms, recognise something of the value of these concepts/words in the lives of those living in the traditions as well as for their own lives and communities.	In simple terms, discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.	Discern and describe 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. Discern possible value for their own lives and communities.		Discern 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. Discern possible value in the concepts/words for their own lives and communities.	

Personal Development

We recognise the value and contribution of RE in the personal development of pupils. The following aspects of personal development are focused on within RE:

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> ● Ability to be reflective about their own beliefs and perspective on life. ● Knowledge of, and respect for, different people’s faiths, feelings and values. ● Sense of enjoyment and fascination in learning about themselves, others and the world around them. ● Use of imagination and creativity in their learning. ● Willingness to reflect on their experiences. 	<ul style="list-style-type: none"> ● Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. ● Understanding of the consequences of their behaviour and actions. ● Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<ul style="list-style-type: none"> ● Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. ● Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. ● Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> ● Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. ● Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. ● Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. ● Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. ● Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. ● Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.