



St Augustine's Catholic Primary School and Nursery
RELIGIOUS EDUCATION PROGRESSION MAP

Standards for Ages 3-5 By the end of age phase, pupils will be able to:

Skill areas		3-5
AT1: Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<p>Listen to and talk about religious stories and respond to what they hear with relevant comments.</p> <p>Sing songs; make music and dance to express religious stories.</p> <p>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</p> <p>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</p> <p>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</p> <p>Read and understand simple sentences from scripture or from their own religious stories</p> <p>Share religious stories they have heard and read with others.</p> <p>Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</p> <p>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</p> <p>Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories.</p> <p>Listen, talk about and role play how people behave in the local, national and universal church community.</p> <p>Listen and talk about key figures in the history of the People of God.</p> <p>Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</p>
	Making Links and Connections	
	Specialist Vocabulary	<p>Decode key religious words appropriate to their age and stage of development.</p> <p>Use key religious words appropriate to their age and stage of development.</p>

AT2: Engagement and Response ('learning	Meaning and Purpose	Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
	Beliefs and Values	<p>Show sensitivity to others' needs and feelings.</p> <p>Talk about how they and others show feelings.</p> <p>Confidently speak in a familiar group and talk about their ideas.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Give their attention to what others say and respond appropriately.</p> <p>Talk about their own and others' behaviour and its consequences.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</p>

Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

	Skill areas	5-7	7-9	9-11
AT1: Knowledge and Understanding ("learning about")	Knowledge Developing and Understanding	<p>Recognise religious stories</p> <p>Retell, in any form, a narrative that corresponds to the scripture source used</p> <p>Recognise religious beliefs</p> <p>Recognise that people act in a particular way because of their beliefs</p> <p>Describe some of the actions and choices of believers that arise because of their belief</p> <p>Recognise key figures in the history of the People of God</p> <p>Describe the life and work of some key figures in the history of the People of God</p> <p>Recognise key people in the local, national and universal Church</p> <p>Describe different roles of some people in the local, national and universal Church</p> <p>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</p> <p>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</p>	<p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</p> <p>Describe, with increasing detail and accuracy:</p> <ul style="list-style-type: none"> a range of religious beliefs the life and work of key figures in the history of the People of God different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments those actions of believers which arise as a consequence of their beliefs 	<p>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</p> <p>Show knowledge and understanding of:</p> <ul style="list-style-type: none"> a range of religious beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments those actions of believers which arise as a consequence of their beliefs
	Making Links and Connections		<p>Make links between:</p> <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices 	<p>Show understanding of, by making links between:</p> <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life
	Religious and Specialist Vocabulary	Use religious words and phrases	Use a range of religious vocabulary	Use religious vocabulary widely, accurately and appropriately
	AT2: Engagement and Response ("learning from")	Meaning and Purpose	<p>Say what they wonder about</p> <p>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</p>	<p>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</p>
Beliefs and Values		<p>Talk about their own feelings, experiences and the things that matter to them</p> <p>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>Make links to show how feelings and beliefs affect their behaviour and that of others</p>	<p>Show understanding of how own and other's decisions are informed by beliefs and moral values</p>
	Use of Sources as		Use a given source to support a point of view	Use sources to support a point of view

Evidence			
Construct Arguments		Express a point of view	Express a point of view and give reasons for it
Make Judgements		Express a preference	Arrive at judgements
Recognise Diversity			Recognise difference, comparing and contrasting different points of view.

Skills Guide All skills should be applied an in age appropriate way:

Recognise	Identify, name or label something as someone previously seen, heard or encountered.
Retell	Tell a religious story again in any form.
Describe	Give an accurate account in any form of the role of a person, a religious rite or symbol.
Make links/connections	Show the relationship between a variety of sources as evidence to inform knowledge and understanding.
Understand	Correctly perceive the meaning of beliefs, practices and sources actions and the links between them.
Explain	Make something clear and easy to understand by giving a detailed account focusing specifically on causes and reasons. To show the meaning of a text or area of study in context.
Construct arguments	Present a logical chain of reasoning, supported by appropriate knowledge, understanding and evidence in support of a particular position or point of view.
Make reasoned judgements	To synthesise, evaluate and weigh the relative strength and weaknesses of arguments and evidence to arrive at a logical and justified conclusion.
Recognise diversity	In this context, diversity refers to the differences of belief and practice that exist between denominations of Christianity and between Christianity and other religions.
Analyse	Examine methodically and in detail, typically to explain and interpret.
Interpret	To elucidate the meaning of a text by understanding different ways it can be understood. This could be with reference to, for example, the influence on believers, its historical context, its authorship, its intended audience or the ways in which different communities have used the text.
Evaluate	To consider the relative merit of different points of view and arrive at a judgement supported by reasons and evidence.