



Hutton Rudby Primary School Religious Education Progression Statements

RE Intent Statement

At Hutton Rudby Primary School we keep the CHILD at the heart of everything we do. The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning in Hutton Rudby is split into three strands; Believing, Expressing and Living. These strands enable pupils to...

- A. Believing - Know about and understand a range of religions and worldviews.
- B. Expressing - Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Living - Gain and deploy the skills needed to engage seriously with religions and worldviews.

We follow the North Yorkshire Agreed Syllabus and use the planned units of work provided by North Yorkshire SACRE. Please see our RE policy and the North Yorkshire Agreed Syllabus for a more detailed overview of our RE Curriculum.

EYFS RE Progression Statements

In the Foundation Stage, children are taught through festivals that are relevant to the specific cohort as they take place throughout the year. As the Reception team work under the Early Years Foundation Stage Curriculum, we relate the Religious Education aspects of the children's work to the areas of learning covered in those areas of the EYFS curriculum.

Possible links include:

Believing	<ul style="list-style-type: none">• Which stories are special and why?• Which people are special and why?
Expressing	<ul style="list-style-type: none">• What places are special and why?• What times are special and why?
Living	<ul style="list-style-type: none">• Being special: Where do we belong?• What is special about our world?

KS1 RE Progression Statements

Please see our RE policy and the North Yorkshire Agreed Syllabus for a more detailed overview of our RE Curriculum.

Believing	<ul style="list-style-type: none">• A1 – Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.• A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.• A3 - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
Expressing	<ul style="list-style-type: none">• B1 - Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.• B2 - Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.• B3 - Notice and respond sensitively to some similarities between different religions and worldviews.
Living	<ul style="list-style-type: none">• C1 - Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.• C2 - Find out about and respond with ideas to examples of cooperation between people who are different.• C3 - Find out about questions of right and wrong and begin to express their ideas and opinions in response.

KS2 RE Progression Statements

Please see our RE policy and the North Yorkshire Agreed Syllabus for a more detailed overview of our RE Curriculum.

Believing	<ul style="list-style-type: none">• A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.• A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.• A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
Expressing	<ul style="list-style-type: none">• B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.• B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.• B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
Living	<ul style="list-style-type: none">• C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.• C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.• C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.