

Attainment and Progression in Religious Education

Statements from materials provided by the Diocese of Guildford as part of the Surrey Agreed Syllabus (originally published 2014) – last updated 2019.

Guidance for progression in Early Years

linked to the Early Learning Goal for People, Cultures and Communities within ‘Understanding the World.’

‘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.’

By the end of their time in Reception, through the key questions in the agreed syllabus, most pupils:

- will respond with increasing sensitivity and responsibility to the world around them
- will show a range of feelings in response to their experiences e.g. awe, wonder, sadness, joy etc.

...and through the three core concepts, most pupils...

Specialness	Celebration	Belonging and Community
<ul style="list-style-type: none">• will be able to talk about themselves, their own special places, times, books, objects and people• will be aware that Christians have their special places (churches), festivals, book (Bible), objects and people (Jesus, vicar etc)• may also be aware that other people have different special places, times, books, objects and people to them• will be able to talk about a place, a special story or person belonging to a different faith community• will be able to identify how our world is special	<ul style="list-style-type: none">• will be able to talk about their own times of celebration• will be aware that festivals are special times for different people• will be able to recall how Harvest, Christmas and Easter are special times for Christians• may also be able to describe how people celebrate some other festivals (as appropriate) e.g. Divali, Eid• / Ramadan, Guru Nanak’s birthday etc.	<ul style="list-style-type: none">• will be able to talk about groups that they belong to• e.g. family, class, [Church] school etc.• may also be aware that other pupils belong to different groups / families• will be able to talk about the world that they are part of

Attainment/Progression Bands for National Curriculum years 1-6

RE planning, teaching and assessment is based on two connected strands of learning, shown below, broadly concerning knowledge of RE, and our reactions based on that knowledge.

AREA OF LEARNING: Showing knowledge and understanding <i>(learning ABOUT religion)</i>	AREA OF LEARNING: Expressing ideas, beliefs and insights <i>(learning FROM religion)</i>	
<ul style="list-style-type: none"> recognise and name features of religions and beliefs recall features of religious, spiritual and moral stories and other forms of religious expression recognise symbols and other forms of religious expression 	Band 1	<ul style="list-style-type: none"> express their own experiences and feelings identify what is important to themselves and may be important to others identify what they find interesting and puzzling in life
<ul style="list-style-type: none"> identify similarities in features of religions and beliefs retell religious, spiritual and moral stories identify possible meanings for stories, symbols and other forms of religious expression identify how religion and belief is expressed in different ways 	Band 2 <i>(expected progress for end of KS1)</i>	<ul style="list-style-type: none"> respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings ask questions about their own and others' ideas, feelings and experiences give a reason why something may be valued by themselves and others recognise that some questions about life are difficult to answer
<ul style="list-style-type: none"> investigate and connect features of religions and beliefs make links between beliefs, stories and practices identify similarities and differences between religions and beliefs describe and suggest meanings for symbols and other forms of expression identify the impact of beliefs and practices on people's lives 	Band 3	<ul style="list-style-type: none"> identify what influences and inspires them, and why compare their own ideas and feelings about what pupils think is important make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions ask significant questions about religions and beliefs, comparing ideas as appropriate
<ul style="list-style-type: none"> explore, gather, select, and organise ideas about religion and belief investigate and describe similarities and differences within and between religions and beliefs comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate suggest meanings for a range of forms of expression, using appropriate vocabulary describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally 	Band 4 <i>(expected progress for end of KS2)</i>	<ul style="list-style-type: none"> investigate and describe how sources of inspiration and influence make a difference to themselves and others apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives suggest what might happen as a result of their own and others' attitudes and actions suggest answers to some questions raised by the study of religions and beliefs
<ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems explain how and why differences in belief are expressed recognise and explain diversity within religious expression, using appropriate concepts recognise and explain the impact of beliefs and ultimate questions on individuals and communities 	Band 5 <i>(working above KS2)</i>	<ul style="list-style-type: none"> express clear views about how sources of inspiration and influence make a difference to their own and others' beliefs recognise and explain how issues related to religion and belief are relevant in their own lives contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence

Ladder of Progression in RE

This ladder draws out the overall statements into strands to assist with depth of planning and knowledge across the National Curriculum years 1-6.

AREA OF LEARNING: Showing knowledge and understanding <i>(learning ABOUT religion)</i>					
	Language	Diversity	Sources	Expression	Impact
To reach this step,	try to...				
Band 1	use some religious words to recognise and name some important things for religious people	recall features of different religions	recall events / people in religious stories	recognise some religious symbols or actions	recognise different ways people show their religion
Band 2 <i>(expected progress for end of KS1)</i>	use some religious words to say what is important for religious people	identify some things that are the same in different religions	retell religious stories	say what religious symbols and actions might mean	say how different people show their religion
Band 3	use some religious words to describe the important parts of religions	identify some things that are the same and some things that are different between religions	make links between religious stories and what someone believes	describe how some people worship, e.g. through words and songs, art, objects etc.	identify how religion affects people's lives
Band 4 <i>(expected progress for end of KS2)</i>	use appropriate religious words to show understanding of things which are sacred to religious people	describe similarities and differences within a religion as well as between religions	show connections between stories or holy books and how religious people live their lives	suggest reasons why people worship and describe what a range of religious symbols and actions mean	describe how religion affects the lives of individuals, groups and communities
Band 5 <i>(working above KS2)</i>	use a range of religious words to explain things which are sacred to religious people	explain how and why differences in belief are expressed, both within and between religions	explain how different people can use holy books and religious teachings to find answers to life's questions	describe ways in which people worship and explain how this can be different within and between religions	clearly explain the difference religion makes in people's lives and the wider community

AREA OF LEARNING: Expressing Ideas, Beliefs and Insights

(learning FROM religion)

	Influences and Beliefs	Asking Questions	Thinking About Answers	Impact of Values
To reach this step,	try to...			
Band 1	identify what is important to you and others	talk about what you find interesting or puzzling	talk about your own experiences and feelings	talk about important values e.g. love, friendship etc.
Band 2 <i>(expected progress for end of KS1)</i>	give a reason why something may be important to you and others	ask questions about your own and other people's experiences and feelings.	be thoughtful and caring when talking about other people's ideas and feelings realise that some questions make us wonder and are difficult to answer	say what you and others think is right or wrong
Band 3	say what has an effect on your life, comparing your own with other people's experiences	ask important questions about religion and belief	compare your own and other people's answers to important questions about religion and beliefs	describe why you and others think something is right or wrong
Band 4 <i>(expected progress for end of KS2)</i>	describe what inspires and affects you and other people	apply ideas raised by religion and belief in your own and others' lives	suggest answers to questions about life, beliefs, values and commitments	suggest what might happen as a result of your or others' attitudes or actions
Band 5 <i>(working above KS2)</i>	explain how issues are relevant in your life and what difference they make to you and others	suggest ways you might go about addressing questions or issues raised	suggest answers to questions about life, beliefs, values and commitments, using relevant sources & evidence	develop 'arguments' about religious viewpoints and beliefs, and the challenges of commitment