

Hughenden Primary School – Skills Progression Framework

Subject area: Religious Education (RE)

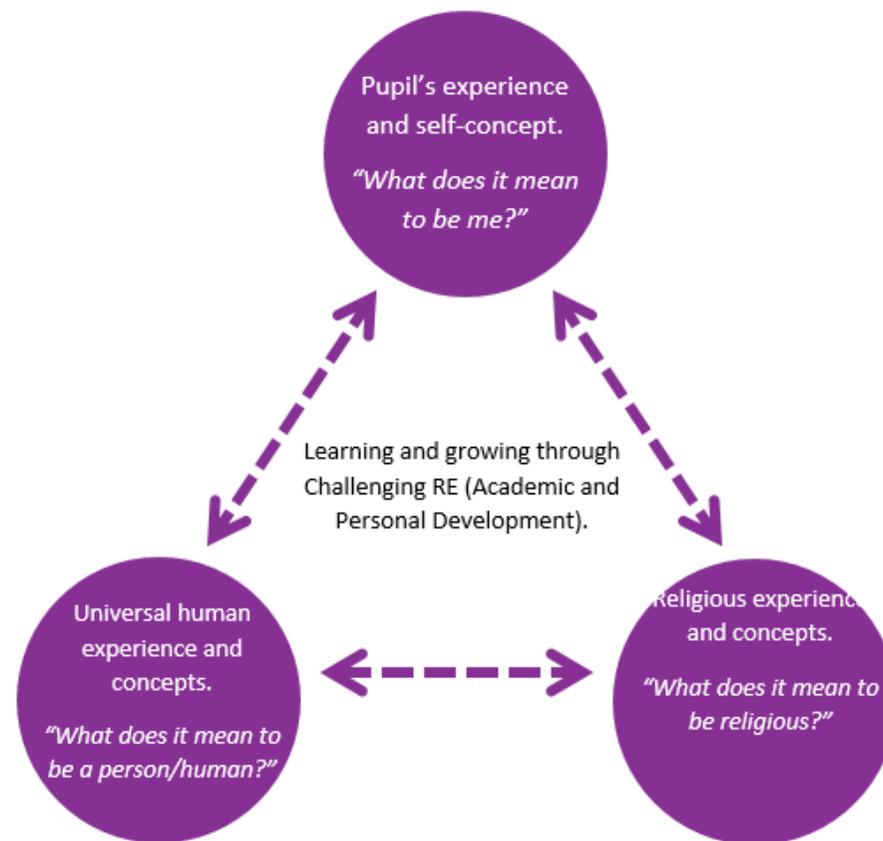
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3.2 The learning model for ‘Challenging RE’

This Agreed Syllabus is built around a vision of education in which the core purpose is human development. Education’s main role is to introduce children and young people to the skills, knowledge, values, attitudes and dispositions that society considers to be important; to equip them to meet the challenges and opportunities of life; and to help them grow as citizens of their locality, nation and world, hopefully making it a better place for future generations.

.../In the parallel model, we have tried to reflect this in the context of RE. Learning in RE involves helping pupils make sense of life. Learning about religions, beliefs and lifestyles is the vehicle through which they develop their understanding of themselves, others and the world. Pupils will grow to recognise how we are all different, yet we share our humanity in common (what we refer to as ‘identity-in-difference’), so that through their exploration of religions and beliefs they will develop their own understanding of what it means to be human and their own sense of meaning, purpose and value in relation to others.

The model incorporates skills-development and progression.





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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupil Experience</p> <p><i>“What does it mean to be me?”</i></p>	Children talk about what is important to themselves.	Children talk about what is important to themselves and others and give a reason why.	Children recognise who and what inspires themselves.	Children recognise who and what inspires themselves and others and say something about how this affects their behaviour.	Children recognise different sources of inspiration and influence on people’s lives and their own. (Founders & Prophets, Autumn 1)	Children recognise different sources of inspiration and influence on people’s lives and can discuss the positive and negative impact these might have on individuals and communities.
<p>Religious Experience</p> <p><i>“What does it mean to be religious?”</i></p>	Children retell stories from religions and traditions.	Children retell stories and explain what they think it teaches us	Pupils describe beliefs and teachings from Christianity and two other religions.	Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.	Pupils describe similarities and differences between Christianity and other religions. (Rites of Passage, Summer 1, Christmas Unwrapped, Autumn 2 – visit to church)	Pupils describe similarities and differences of belief and practice within and between Christianity and different religions and show how these influence the lives of individuals and communities.



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					<p>Easter Explained, Spring 2 – visit to church (In depth study of Ancient Islam and Baghdad c900 – CLPE book, cross curricular) (Religion in the Community, Autumn 2)</p>	
<p>Universal Experience</p> <p><i>“What does it mean to be a person/human?”</i></p>	<p>Children ask questions about the religions they explore.</p>	<p>Children ask appropriate questions about the religions they explore and can give a good reason for their own and other people’s beliefs and opinions.</p>	<p>Children ask questions about religion and belief that help them to find out more about Christianity.</p>	<p>Children ask questions about religion and belief that help them to find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.</p>	<p>They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples. (Religion in the Community, Autumn 2,</p>	<p>They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples.</p>



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					Rites of Passage, Summer 1 Ethics & Moral Values, Summer 2) Visit to compare 2 local mosques.	
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