



# St George's Religious Education Progress Model

|      | AT1: Learning About Religion  |  |  | AT2: Learning From Religion   |  |  |
|------|---|--|--|---|--|--|
|      | <i>How pupils develop their knowledge, skills and understanding with reference to:</i>  |  |  | <i>How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:</i>   |  |  |
| Year | Beliefs, Teachings and Sources.   | Practices and Ways of Life.  | Forms of expression.   | Identity and Belonging.   | Meaning, Purpose and Truth.  | Values and Commitments.  |
| 1    | remember a religious story and talk about it.   | use the correct names for things that are special to people of a religion.   | recognise religious art, symbols and words and talk about them.  | talk about things that happen to me.  | talk about what I find interesting or puzzling.  | talk about what is important to me and to other people.  |
| 2    | tell a religious story and say some things that people believe.   | talk about some of the things that are the same for different religious people.  | say what some religious symbols stand for and say what some of the ways in which the religion is expressed are about.  | ask about what happens to others, with respect for their feelings.  | talk about some things in stories that lead people to ask questions.   | talk about what is important to me and to others, with respect for their feelings.   |
| 3    | describe what a believer might learn from a religious story.  | describe some of the things that are the same and different for religious people.  | use religious vocabulary to describe some of the different ways in which people show their beliefs.  | compare some of the things that influence me with those that influence other people.  | ask important questions about life and compare my ideas with those of other people.  | link things that are important to me and to other people with the way I think and behave.  |
| 4    | describe how a believer might live their life from religious teaching.  | describe some of the things that are the same and different for people between religions and also within the same religion.  | use a wider range of religious vocabulary consistently to illustrate different ways in which people express their beliefs.   | reflect deeply on my personal influences and compare these with what influences other people.   | consider big questions about life and compare my ideas with those of other people and faiths.  | relate deeply the values that I have to how I think and choose to live my life.  |
| 5    | make links between the beliefs / teachings / sources of different religious groups and show how they are connected to believers' lives.   | use the correct religious vocabulary to describe and compare the practices and experiences that are involved in belonging to different religious groups.                             | express religious beliefs / ideas / feelings, etc. in a range of styles and words used by believers and suggest what they mean.  | ask questions about who we are and where we belong and suggest answers which refer to people who have inspired and influenced myself and others.  | ask questions about the meaning and purpose of life and suggest a range of answers which might be given by me as well as members of different religious groups, with reference to their faith. | ask questions about the moral decisions I and other people make and suggest what might happen as a consequence of different decisions, including those made with reference to religious beliefs. |
| 6    | suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality. | describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. | use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions. | give my own and others' views on questions about who we are and where we belong and on how commitment to a religion can be have challenges and explain what inspires me and how it influences me. | ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.   | ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.  |



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