

The Synergy Schools Federation - Knowledge Progression for Religious Education

	Factual Knowledge <i>“The basic elements students must know to be acquainted with a discipline or solve problems in it”</i>	Conceptual Knowledge <i>“The interrelationships among the basic elements within a larger structure that enable them to function together”</i>	Procedural Knowledge <i>“How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods”</i>
Year 1	I can talk about Christian beliefs and practices including festivals, worship, rituals and ways of life. I can retell and begin to discuss meanings to some religious stories in the Christian faith and one other. I can begin to recognise some different symbols and objects used in Christianity and other faiths.	I can begin to ask questions about what communities do and why. I can observe and recount different ways of expressing identity and belonging, beginning to respond sensitively. I can notice and begin to respond sensitively to some similarities between different religions (Christianity and at least one other)	I can begin to explore questions about belonging, meaning and truth so that I can express some ideas and opinions through words, music, poetry or art. I can begin to find out about questions of right and wrong and start to express some opinions.
Year 2	I can talk about Christian, Muslim and Jewish beliefs and practices including festivals, worship, rituals and ways of life. I can retell and discuss meanings to a range of religious stories, exploring and discussing meanings and recognising the communities they come from I can begin to recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.	I can ask and respond to questions about what communities do and why so I can identify what difference belonging to a community makes. I can notice and respond sensitively to some similarities between different religions (Christianity, Muslim and Jewish)	I can explore questions about belonging, meaning and truth so that I can express my ideas and opinions through words, music, art or poetry. I can find out about questions of right and wrong and begin to express opinions in response. I can begin to find out and start to respond with ideas of examples of co-operation between people who are different.
Year 3	I can begin to make links between stories, symbols and beliefs I can begin to identify some of the impacts of beliefs on people’s lives I can identify similarities and differences between religions and beliefs	I can start to observe and understand some examples of religions and world views to begin to explain meanings to individuals and communities. I can begin to understand challenges of commitment to a community of faith or belief I can notice and describe some religious beliefs and teachings of the religions studied, and their importance.	I can ask questions and suggest some of my own responses to ideas about God, belonging, purpose and meaning I can find out and respond with ideas of examples of co-operation between people who are different.
Year 4	I can comment on connections between stories, questions, symbols, values, festivals, practices and beliefs. I can describe the impact of beliefs and practices on individuals, groups and communities. I can identify similarities and differences between and within religions and beliefs	I can observe and understand some examples of religions and world views to begin to explain meanings to individuals and communities. I can understand challenges of commitment to a community of faith or belief in different communities. I can observe and describe the key beliefs and teachings of the religions studied, connecting them with other features of the religion making some comparisons between religions.	I can discuss views on challenging questions about belonging, meaning and purpose, expressing views through different forms (music, art, poetry) I can begin to consider ideas about ways in which diverse communities can live together for the well-being of all. I can discuss my own and others’ ideas about ethical questions, including, how people decide what is right and wrong
Year 5	I can explain connections between stories, questions, symbols, values and beliefs in different belief systems. I can recognise and explain the impact of beliefs and ultimate questions on individuals and communities I can explain how and why differences in beliefs are expressed.	I can observe and understand varied examples of religions and world views to explain, with some reasoning, meanings and significance to individuals and communities. I can understand challenges of commitment to a community of faith or belief, beginning to suggest why belonging to a community makes a difference to the lives of individuals in that community. I can explain different dimensions of religion so I can begin to explore and show understanding of similarities between different religions and world views.	I can present different views on why people believe in God or not, including my own ideas and make informed responses to questions of meaning and purpose. I can consider and begin to understand ideas about ways in which diverse communities can live together for the well-being of all, responding to ideas about community, values and respect. I can discuss and begin to apply my own and other’ ideas about ethical questions, including ideas of what is right or wrong and what is just and fair and express own ideas in response.
Year 6	I can describe and explain connections between different features of the religions studied (Christian, Muslim, Jewish and Hindus) discovering more about celebrations, festivals, pilgrimages, worship and the rituals which mark important parts in life in order to reflect on my ideas. I can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world I can explain the reasons for and effects of diversity within and between religions, beliefs and cultures.	I can observe and understand varied examples of religions and world views to explain, with reasoning, meanings and significance to individuals and communities. I can understand challenges of commitment to a community of faith or belief, confidently suggesting why belonging to a community may be valuable, both in diverse communities being studied and my own live, to the lives of individuals in that community. I can explain and make comparisons between different dimensions of religion so I can show understanding of similarities between different religions and world views.	I can discuss and present informed responses to my own and other’ views on challenging questions about belonging, meaning, purpose and truth, starting to apply ideas of my own thoughtfully though different forms (music, art, poetry) I understand ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. I can discuss and apply my own and other’ ideas about ethical questions, including ideas of what is right or wrong; what is more important; and what is just and fair and express own ideas clearly in response.

