



Working Spiritually

Disciplinary Knowledge Progression in Religious Education

This document outlines the disciplinary knowledge which children will develop through R.E. lessons.

Learning disciplinary knowledge gives children the tools to unlock the significance of the carefully mapped substantive knowledge, outlined in Knowledge Organisers.

	<i>PSED – Self confidence and self awareness.</i>	<i>PSED – Managing feelings and behaviour and making relationships</i>	<i>Understanding the World – People and Communities.</i>	<i>Understanding the World – The World</i>
<i>E Y F S</i>	<p>I can try new activities and say why they like some activities more than others.</p> <p>I can say when I do or don't need help.</p>	<p>I can talk about how I show my feelings.</p> <p>I can talk about how I and others feel and behave.</p> <p>I know that some behaviour is unacceptable.</p> <p>I follow class rules.</p> <p>I take turns with others.</p> <p>I show sensitivity to others' needs and feelings.</p> <p>I form positive relationships with adults and other children.</p>	<p>I talk about events in my own life and the lives of family members.</p> <p>I know that other children don't always enjoy the same things, and I respond sensitively to this.</p> <p>I know about similarities and differences between myself and others.</p> <p>I understand that there are differences in families, communities and traditions.</p>	<p>I know about similarities and differences in relation to places and objects.</p>

	<i>Interpretation</i> <i>The ability to interpret sources to draw meaning from artefacts, works of art, symbolism, religious language and religious texts.</i>	<i>Reflection</i> <i>The ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</i>	<i>Empathy</i> <i>The ability to identify feelings such as love, wonder, forgiveness and sorrow. The ability to consider the thoughts, feelings, attitudes, beliefs and values of others, and to see issues from others point of view.</i>	<i>Personal Growth</i> <i>The act of developing as an individual, through reflecting on own personal beliefs and values, and nurturing their own spirituality. C</i>
1	<p>I can recall the names of different religions.</p> <p>I can recall some of the main festivals associated with religions.</p> <p>I can recognise some religious symbols.</p> <p>I can interpret meaning from a Christian story, e.g. the Christmas or Easter story.</p>	<p>I can learn about where people go to feel close to their God.</p> <p>I can learn about how a family observes a religious festival.</p>	<p>I can think about how people express love during religious festivals.</p>	<p>I can think about things that are important in my life.</p> <p>I can understand that there are similarities and differences between people.</p> <p>I can show an increasing ability to respect myself and others.</p>
2	<p>I can recall the names of some artefacts from different religions.</p> <p>I can interpret meaning from a Christian story and a contrasting religious story.</p>	<p>I can learn about different religious places.</p> <p>I can think about the significance of a Christian holiday and the similarities to a contrasting religious festival.</p> <p>I can learn about the practices of different religions and the significance of them to the followers.</p>	<p>I can learn about what the role of forgiveness is in religion.</p>	<p>I can ask questions about parts of life I might not understand.</p> <p>I can understand that I can make my own choices, and begin to think about morals such as right and wrong.</p>
3	<p>I can recall the names of the holy books of the different religions.</p> <p>I can describe the significance of some religious artefacts, places and practices.</p> <p>I can interpret the meaning of stories from different religions.</p>	<p>I can understand the significance of special religious places (Lourdes, Mecca etc.)</p> <p>I can reflect on different religious festivals, thinking about their similarities and differences.</p>	<p>I can understand how personal experiences and feelings can influence people's attitudes and actions.</p> <p>I can think about why religious and non-religious leaders and followers have acted the way they have.</p>	<p>I can understand why people's values are an important aspect of their lives.</p> <p>I can begin to show an openness to new ideas and beliefs.</p> <p>I can reflect on my own values/beliefs and begin to share these with others.</p>

4	<p>I can interpret extracts of scripture, thinking about the meaning and discussing the relevance in their own lives.</p> <p>I can continue to explore a wide range of artefacts from different religions, understanding how some are sacred.</p>	<p>I can learn about how religious beliefs shape a person's day-to-day life.</p>	<p>I can think about the role of religion as a comfort to people during times of grief and sorrow.</p>	<p>I can discuss questions that have no agreed answers, e.g. questions of morality.</p> <p>I can understand how individuals and communities may have similar and differing values.</p>
5	<p>I can explore a range of sources of wisdom and the traditions from which they come.</p> <p>I can explore religious artwork, inferring information based on my knowledge of the religion.</p>	<p>I can understand how some teaching and beliefs are shared between religions.</p>	<p>I can understand that some people are religious and others are not.</p>	<p>I can reflect on my own sense of belonging and shared experiences.</p> <p>I can offer my own thoughts on some moral and ethical issues.</p> <p>I can understand the influences which have shaped my own cultural heritage.</p>
6	<p>I can understand how scripture can be interpreted in different ways.</p>	<p>I can explore big questions, drawing upon learning from previous year groups, such as 'Can we live by the values of Jesus in the 21st century?', and 'How does helping others make people feel closer to God?'</p>	<p>I can explore the idea of tolerance within a multi-cultural society, and reflect on conflict between religions.</p>	<p>I can show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.</p> <p>I can express my own values whilst respecting the values of others.</p> <p>I can understand the need to review and reassess my values and beliefs in light of life experiences.</p>