High Ercall Primary School
Progression in Religious Education

Date: Sept 2026	**Subject Lead: KP**	**Review: Summer 2029**

Curriculum Intent:

We use the Telford and Wrekin Agreed Syllabus, SACRE (2021), and other units of work to teach RE. The SACRE syllabus aims:

- To stimulate interest and enjoyment in Religious Education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

Knowledge forms the basis for progress in RE. The Telford and Wrekin Agreed Syllabus considers two types of knowledge: substantive (the what) and disciplinary (the how). In terms of substantive knowledge, the development of such is reflected through the curriculum units where a religion is revisited and different questions are asked/ knowledge provided as pupils move through school. With regards to disciplinary knowledge in RE we think about the methods (the ways children find out about religion) and the personal disciplinary knowledge, which relates to how the study of religion helps pupils to learn about themselves and their values.

Curriculum Expectations:

The SACRE syllabus states that these are some of the key skills that pupils should acquire within RE teaching during primary school:

- ask pertinent and challenging questions
- gather, interpret and analyse information
- draw conclusions and evaluate issues using good reasoning
- hold an argument/ debate
- express their own opinions (Ofsted, 2013, pp.9 and 31).
- investigate religions and worldviews through varied experiences, approaches and disciplines
- reflect on and express their own ideas and the ideas of others with increasing creativity and clarity
- become increasingly able to respond to religions and worldviews in an informed, rational and insightful way
- critical and personal evaluation
- find out about investigate
- respond creatively
- articulate beliefs, values and commitments clearly

Links with reading and writing	Exploring and reading age appropriate texts	**Links to school key drivers**	**Resilience:** Children are encouraged to use a variety of sources to find out about different religions. They will need to be resilient when giving/ receiving opinions and realise that not everyone will agree with their ideas.
	Understand and use vocabulary relating to RE in their writing.		**Outdoor Learning:** We recognise that children learn in a variety of ways, and so where appropriate, children will learn RE outside the classroom, with visits to local religious buildings and visits from local religious leaders.
	Role play, story retelling and hot seating to be used to help children learn, and understand, religious stories.		

	Class teacher to have high expectations of written work in RE, such as handwriting and grammatical features.		**Diversity:** Through learning about different religions children will naturally experience diversity and begin to ask questions about the lives and beliefs of others.

	EYFS	KEY STAGE 1	KEY STAGE 2
	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; • Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. PAST AND PRESENT • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events	KNOW ABOUT AND UNDERSTAND • Recall and name different beliefs and practices • Find out meanings behind beliefs and practices • Re-tell some religious and moral stories • Explore and discuss sacred writings and sources of wisdom and recognise the communities from which they come • Suggest meanings to some religious and moral stories • Recognise some different symbols and actions which express a community's way of life • Recognise similarities between communities	KNOW ABOUT AND UNDERSTAND • Describe features of the religions and worldviews • Reflect on features of the religions and worldviews • Make connections between different features of the religions and worldviews • Describe links between stories and other aspects of the communities they are investigating • Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings • Understand links between stories and other aspects of the communities they are investigating, maybe by offering opinions • Describe a range of beliefs, symbols and actions • Understand different ways of life and ways of expressing meaning
		EXPRESS AND COMMUNICATE • Ask and respond to questions about what communities do, and why • Identify what difference belonging to a community might make to individuals • Observe and recount different ways of expressing identity and belonging • Respond sensitively for themselves • Recognise some similarities between different religions and worldviews • Respond sensitively to some similarities between different religions and worldviews	EXPRESS AND COMMUNICATE • Describe varied examples of religions and worldviews • Explain, with reasons, the meanings of religions and worldviews to individuals and communities • Explain, with reasons, the significance of religions and worldviews to individuals and communities • Suggest why belonging to a community may be valuable in their own lives • Suggest why belonging to a community may be invaluable in their own lives • Describe the different dimensions of religion • Explore and describe similarities and differences between different religions and worldviews • Understand similarities and differences between different religions and worldviews

	encountered in books read in class and storytelling. CLL • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. SPEAKING • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	GAIN AND DEPLOY SKILLS • Explore questions about belonging, meaning and truth • Express their own ideas and opinions in response using words, music, art or poetry • Find out about examples of cooperation between people who are different • Respond with ideas to examples of co-operation between people who are different • Find out about questions of right and wrong • Begin to express their ideas and opinions about questions of right and wrong in response	GAIN AND DEPLOY SKILLS • Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth • Discuss and present their own views on challenging questions about belonging, meaning, purpose and truth • Apply ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry