

Progression in RE

Taken from the

Oxfordshire Agreed

Syllabus 2023

Appendix 1 Progression: 1.1 Progression through the Learning Process

Learning Process Progression KS1-UKS2		KS1	LKS2
Pupil experience	Identify	pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this.	pupils learn to identify what is most important to them in terms of people places celebrations and beliefs
	explore	pupils learn how to find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed	pupils learn to ask thoughtful and searching questions about their own views about what is important to them and why
	contextualise	pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class	pupils compare and contrast their own views with those of others in the class
	Reflect	pupils learn to think about their experience and the feelings related and to see how these affect themselves and others	pupils think about how these different 'values' affect their own and other peoples' lives
Religious/worldview context	Investigate	pupils learn about related experiences and concepts within the religions explored	pupils learn how to inquire into what religions and traditions hold to be most important, and how these are expressed personally and in the community
	Contextualise	pupils learn to see the religious experience in the context of the beliefs and practices of the religion being explored and the feelings that arise from them for believers	pupils relate religious beliefs to the practices, lifestyles and attitudes of the religions and worldviews explored, learning to identify differences and similarities between them
	Reflect	pupils learn to think about the religious experience and concepts and their significance to the believers and to see how these make a difference to how they live	pupils learn to consider what is important to religious people through their exploration of religious beliefs concepts and practices and how these compare with their own
	Respond	pupils learn how to express sensitively and in a variety of ways their own views about the religious experiences and concepts	pupils explain their responses to the beliefs and practices giving reasons for their views
	Synthesise	pupils learn to identify similarities and differences between their own experience and the religious beliefs practices and concepts they have explored	pupils think about what the beliefs and practices show about what is important to human beings
Universal Human Experience	Reflect	pupils learn to think about what they can take from their learning about the religions to help them understand their own experience feelings and beliefs	pupils reflect on what they have learned about what people and communities see as of great importance in life
	Apply	pupils relate the religious experience, beliefs and concepts they have explored to their own lives and think about how their own ideas have developed	pupils consider how their views on what is important in life may have developed through their study of these religions and other worldviews

Learning Process Progression LKS2 – UKS2		LKS2	UKS2
Pupil experience	Identify	pupils learn to identify what is most important to them in terms of people places celebrations and beliefs	pupils identify their own responses to some of the big questions that life can throw at us
	explore	pupils learn to ask thoughtful and searching questions about their own views about what is important to them and why	pupils ask thoughtful and searching questions about their own responses to some of the Ultimate Questions raised through the material studied
	contextualise	pupils compare and contrast their own views with those of others in the class	pupils compare and contrast their own response with those of others in the class
	Reflect	pupils think about how these different 'values' affect their own and other peoples' lives	pupils consider all however views are situ or different us from others and why this might be the case
Religious/worldview context	Investigate	pupils learn how to inquire into what religions and traditions hold to be most important, and how these are expressed personally and in the community	pupils learn how to enquire into religious and non-religious beliefs, practices and concepts and to explore what they reveal about different responses to ultimate questions
	Contextualise	pupils relate religious beliefs to the practices, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions	pupils relate beliefs and concepts to the practices, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions
	Reflect	pupils learn to consider what is important to religious people through their exploration of religious beliefs concepts and practices and how these compare with their own	pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions
	Respond	pupils explain their responses to the beliefs and practices giving reasons for their views	pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions
	Synthesise	pupils think about what the beliefs and practices show about what is important to human beings	pupils relate to the religious beliefs concepts and practices that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these
Universal Human Experience	Reflect	pupils reflect on what they have learned about what people and communities see as of great importance in life	pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience
	Apply	pupils consider how their views on what is important in life may have developed through their study of these religions and world views	pupils consider how their understanding of the world may have developed through their exploration of the religions and other worldviews

Learning Process Progression UKS2 – KS3		UKS2	KS3
Pupil experience	Identify	pupils identify their own responses to some of the big questions that life can throw at us	pupils recognise which aspects of their own worldview arise out of responses to ultimate questions
	explore	Pupils ask thoughtful and searching questions about their own responses to some of the Ultimate Questions raised through the material studied	pupils ask thoughtful and searching questions about their own and other people's worldview expressed in responses to ultimate questions
	contextualise	pupils compare and contrast their own response with those of others in the class	pupils recognise and reflect on aspects of their own background and experience that have influenced the development of their worldview
	Reflect	pupils consider all however views are situ or different us from others and why this might be the case	pupils consider how their own worldview relates to those of others in the class and how and why they are similar or different
Religious/worldview context	Investigate	pupils learn how to enquire into religious and non-religious beliefs, practices and concepts and to explore what they reveal about different responses to ultimate questions	pupils explore the concepts and ideas expressed in beliefs, practices and ways of living enshrined in institutional religions and other worldviews.
	Contextualise	pupils relate beliefs and concepts to the practices, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions	pupils relate different responses to and/or expressions of ultimate questions to differences of experience, interpretation and practice within and between religions and other worldviews.
	Reflect	pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions	pupils reflect on the concepts that underpin responses to ultimate questions in the context of institutional and personal worldviews.
	Respond	pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions	pupils learn to evaluate religious responses to and expressions of ultimate questions using empathy and reasoned argument.
	Synthesise	pupils relate to the religious beliefs concepts and practices that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these	pupils relate the religious responses to ultimate questions to their own experience and ideas and consider any similarities and/or differences and how these might/might not be significant.
Universal Human Experience	Reflect	pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience	pupils reflect on what they have learnt about concepts underpinning different responses to or expressions of ultimate questions and how these relate to our understanding of what it means to be a person.
	Apply	pupils consider how their understanding of the world may have developed through their exploration of the religions and other worldviews	pupils apply what they have learned to their own experience and self-understanding and consider how, if at all, this might affect their self-understanding and their understanding of others.