

Progression in Religious Education at Wimborne Junior School

Progression in RE ensures that awe and wonder alongside an opportunity to learn about world religions is instilled into every child in the school. Each year builds on from the last and the expectation of progression is that children build on from the previous year's objectives to ensure that the acquisition of an open mind and respect for people of all religions is secure.

| By the end of year 3 the average child can ... | | | | |
|------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Communicate | Apply | Enquire | Contextualise | Evaluate |
| C1 - describe the concept in simple terms | A1 - identify and talk about the concept and recognise it within the religion. | E1 - discover and describe in simple terms how the concept is important/relevant within the religion. | CO1 - Describe in simple terms how the concept is significant in our own lives. | EV1 - identify examples of where the concept is important /Relevant in their own lives and the lives of others. |

| By the end of year 4 the average child can ... | | | | |
|------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Communicate | Apply | Enquire | Contextualise | Evaluate |
| C1 - can describe the meaning of the concept | A1 - explain their opinions about the significance of the concept. | E1 - explain their opinions of the value of the concept within the religion. | CO1 - express a personal response to the way the concept has been evident in their own experience. | EV1 - explain how the concept might affect their experiences. |

"Reach for the stars"

Sincerity, Teamwork, Achievement, Respect

| By the end of year 5 the average child can ... | | | | |
|-------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Communicate | Apply | Enquire | Contextualise | Evaluate |
| C1 - can clearly describe the meaning of the concept. | A1 - describe the concept and its place within the religion. | E1 - describe the significance of the concept to the followers of the religion. | CO1 - express a personal response in the way the concept has been evident in their own experiences. | EV1 - describe how their ideas about the concept may affect their experience and others'. |

| By the end of year 6 the average child can ... | | | | |
|------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Communicate | Apply | Enquire | Contextualise | Evaluate |
| C1 - explain the meaning of the concept with examples and links similar phenomena. | A1 - explain how the concept is expressed within the religion. | E1 - explain their own opinions about the significance of the concept within the religion. | CO1 - express a personal response to the way different people's experience of the concept have been evident in their own. | EV1 - explain how their ideas about the concept may affect their experiences and others. |

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