

RE Progression Framework

**OLS: Oakwood Learning Stage*

Working Towards: Initial exploration of concepts, personal reflection and basic understanding with significant support.

Stepping Stones: Emerging skills in understanding religious ideas, personal engagement with faith and belief, and beginning to work with disciplinary concepts.

OLS 1 - OLS 6: Gradual progression in understanding worldviews, personal reflection on religious ideas and the use of disciplinary skills to explore and question religious teachings and practices.

1. Substantive Knowledge (Conceptual and Worldviews Related)

Substantive knowledge refers to understanding the central concepts, beliefs and practices within various world religions and worldviews.

	Working Towards	Stepping Stones	OLS 1	OLS 2
Descriptor:	<p><i>Pupils...</i></p> <p>Begin to recognise and name religious symbols, figures, or places associated with different worldviews</p>	<p><i>Pupils...</i></p> <p>Show an emerging understanding of simple concepts and worldviews, such as God, faith, prayer, or sacred spaces</p>	<p><i>Pupils...</i></p> <p>Describe key beliefs and practices for major world religions such as Christianity, Islam and Hinduism</p>	<p><i>Pupils...</i></p> <p>Demonstrate an understanding of the differences and similarities between the practices and beliefs of different religions</p>
Example of skills:	<p><i>Pupils can...</i></p> <p>Identify basic religious symbols (e.g. the cross, Star of David)</p> <p>Recognise key religious figures like Jesus or Buddha</p>	<p><i>Pupils can...</i></p> <p>Name some religious practices (e.g. prayer, fasting)</p> <p>Understand the significance of religious holidays (e.g. Christmas, Eid)</p>	<p><i>Pupils can...</i></p> <p>Explain basic beliefs about God, prayer, rituals (e.g. baptism, Ramadan)</p> <p>Name significant festivals and places of worship</p>	<p><i>Pupils can...</i></p> <p>Describe why and how people pray or celebrate religious festivals</p> <p>Compare practices like worship or charity</p>

1. Substantive Knowledge (Conceptual and Worldviews Related)

Substantive knowledge refers to understanding the central concepts, beliefs and practices within various world religions and worldviews.

	OLS 3	OLS 4	OLS 5	OLS 6
Descriptor:	<p><i>Pupils...</i></p> <p>Begin to explain the significance of rituals, religious stories, and teachings, and how they inform worldview and belief</p>	<p><i>Pupils...</i></p> <p>Show an understanding of how religious worldviews influence followers' lives, decisions and actions</p>	<p><i>Pupils...</i></p> <p>Can explain more religious concepts such as the nature of God, salvation or enlightenment and how these are viewed in different religions</p>	<p><i>Pupils...</i></p> <p>Demonstrate a deep understanding of how worldviews relate to cultural, social and global contexts including societal issues</p>
Example of skills:	<p><i>Pupils can...</i></p> <p>Describe how religious narratives are central to shaping beliefs and practices in different traditions</p>	<p><i>Pupils can...</i></p> <p>Explain how key beliefs shape behaviour and attitude towards issues like kindness, charity and justice (e.g. concept of Karma, the Golden Rule)</p>	<p><i>Pupils can...</i></p> <p>Explain ideas like forgiveness and the afterlife</p> <p>Reflect on how these influence religious practice</p>	<p><i>Pupils can...</i></p> <p>Engage with discussions about how religious beliefs impact global challenges like poverty, justice and the environment</p>

2. Personal Knowledge

Personal Knowledge refers to the development of students' ability to reflect on their own beliefs, values, and identity in relation to what they learn about religions and worldviews.

	Working Towards	Stepping Stones	OLS 1	OLS 2
Descriptor:	<p><i>Pupils...</i></p> <p>Begin to express personal reactions to simple religious practices, stories, or symbols</p>	<p><i>Pupils...</i></p> <p>Show emerging ability to relate their personal experiences and feelings to religious practices or stories</p>	<p><i>Pupils...</i></p> <p>Begin to reflect on and describe their own beliefs and experiences in relation to religious teachings and practices</p>	<p><i>Pupils...</i></p> <p>Demonstrate the ability to reflect on how religious teachings might influence their own moral choices and behaviours</p>
Example of skills:	<p><i>Pupils can...</i></p> <p>Express whether they like or dislike something about a religious story or celebration, using personal feelings (e.g. enjoying a festival)</p>	<p><i>Pupils can...</i></p> <p>Talk about how a religious practice (e.g. give to charity) is similar to something they have experiences or explain why they like certain celebrations</p>	<p><i>Pupils can...</i></p> <p>Express simple opinions about religious ideas (e.g. kindness and sharing) and relate these to their own life (e.g. why they think helping others is important)</p>	<p><i>Pupils can...</i></p> <p>Discuss how religious teachings of forgiveness or honesty relate to their own experiences (e.g. saying sorry)</p>

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	OLS 3	OLS 4	OLS 5	OLS 6
Descriptor:	<p><i>Pupils...</i></p> <p>Can engage with moral and ethical questions from a personal perspective, reflecting on how religious ideas might impact their own lives</p>	<p><i>Pupils...</i></p> <p>Reflect on more complex moral and spiritual questions and begin to explore how their own beliefs and values intersect with religious teachings</p>	<p><i>Pupils...</i></p> <p>Engage with ethical and philosophical questions, offering their own reflections on religious and non-religious approaches to life's big questions</p>	<p><i>Pupils...</i></p> <p>Demonstrate the ability to reflect on their own religious identity, values and experiences in the context of global and societal issues</p>
Example of skills:	<p><i>Pupils can...</i></p> <p>Reflect on how ideas like respect or fairness are important in their personal relationships or decisions</p>	<p><i>Pupils can...</i></p> <p>Discuss moral dilemmas like justice and explain how religious teachings influence their views on topics</p>	<p><i>Pupils can...</i></p> <p>Discuss questions such as "what is the purpose of life?" and "what happens after death?" and reflect on their own views</p>	<p><i>Pupils can...</i></p> <p>Articulate how their own beliefs relate to broader religious or philosophical questions such as how religion promotes peace</p>

3. Disciplinary Knowledge

Disciplinary Knowledge refers to the ability to explore and critically engage with how religious knowledge is developed, expressed and investigated. It focuses on the skills of inquiry, interpretation and analysis.

	Working Towards	Stepping Stones	OLS 1	OLS 2
Descriptor:	<p><i>Pupils...</i></p> <p>Begin to ask simple questions about religious stories or practices with visual or verbal support</p>	<p><i>Pupils...</i></p> <p>Show curiosity about religious practices or stories and begin to ask questions about their meaning or significance</p>	<p><i>Pupils...</i></p> <p>Can ask questions about religious practices or teachings and begin to explore simple answers using sources or discussions</p>	<p><i>Pupils...</i></p> <p>Begin to use sources to explore questions about religion and explain religious ideas</p>
Example of skills:	<p><i>Pupils can...</i></p> <p>Ask basic questions like "why do people go to church?" with prompting</p>	<p><i>Pupils can...</i></p> <p>Ask simple questions (e.g. why do people pray? Or "what does that symbol mean?)"</p> <p>Explore basic answers with support</p>	<p><i>Pupils can...</i></p> <p>Ask why certain actions are important in religions such as fasting or praying</p> <p>Explore answers through class discussions</p>	<p><i>Pupils can...</i></p> <p>Look at religious stories or practices and explore why they are important</p> <p>Use simple sources like texts or videos</p>

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	OLS 3	OLS 4	OLS 5	OLS 6
Descriptor:	<p><i>Pupils...</i></p> <p>Show the ability to explore religious ideas in more depth, asking and answering questions about the significance of practices</p>	<p><i>Pupils...</i></p> <p>Demonstrate an understanding of how to investigate religious questions using different sources, critically engaging with texts</p>	<p><i>Pupils...</i></p> <p>Engage with religious concepts and practices through a more critical lens. They question the impact and relevance of religious beliefs in modern society</p>	<p><i>Pupils...</i></p> <p>Demonstrate advanced skills in analysis and interpretation of religious ideas, asking critical questions about the world</p>
Example of skills:	<p><i>Pupils can...</i></p> <p>Ask questions such as "why do people go on pilgrimage?"</p> <p>Start to engage with more complex sources</p>	<p><i>Pupils can...</i></p> <p>Investigate questions like "what is the purpose of worship?" using religious stories, teachings and practices</p>	<p><i>Pupils can...</i></p> <p>Explore and critically engage with questions like "does religion influence politics?" using a range of sources</p>	<p><i>Pupils can...</i></p> <p>Explore complex questions like "what role does religion play in promoting peace or conflict?" using a range of sources</p>