

Progression Journey: Grid 1: AMV by Learning Outcomes

Learning Outcomes for Early Years / Foundation Stage	Learning Outcomes for KS1	Learning Outcomes KS2 (Lower)	Learning Outcomes KS2 (Upper)	Learning Outcomes for KS3
<p>Investigation of religious and non-religious worldviews</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> talk about what items and people are important to them and to other people; show awareness and sensitivity towards their own and others' needs, views and feelings; show awareness of how people can care for living beings; respect their own and others' ways of life. 	<p>Investigation of religious and non-religious worldviews</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> talk about what is important to them and to other people with respect for feelings; [Units 3, 4, 6] talk about some things about people, that make people ask questions; [Units 2, 5, 9] ask their own questions about God/deity, special people and special occasions; [Units 1, 7, 8] provide a good reason for the views they have and the connections they make. [All Units] 	<p>Investigation of religious and non-religious worldviews</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> compare different ideas about God and humanity in the traditions studied; [Units 1, 7, 8] ask important questions about the practice of faith and compare some different possible answers; [Units 2, 4, 5] link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied; [Units 3, 6, 9] provide good reasons for the views they have and the connections they make. [All Units] 	<p>Investigation of religious and non-religious worldviews</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview; [Units 7, 8] ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief; [Units 1, 2, 4, 5] ask important questions about social issues and suggest what might happen depending on different moral choices; [Units 3, 6, 9, 10, 11, 12] provide good reasons for the views they have and the connections they make. [All Units] 	<p>Investigation of religious and non-religious worldviews</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> give different views on how faith may play a vital part in people's identity; [Units 1, 4, 7] give different views on the place of modern media in relation to religion and belief; [Units 5, 6, 9] ask questions about the meaning of religion and spirituality and suggest answers relating to the search for truth; [Units 2, 3, 8] use reasoning and examples to express insights into the relationship between beliefs, teachings and ethical issues. [All Units]
<p>Knowledge and understanding of Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> talk about a story about Jesus or a story Jesus told that illustrates Christian concern for the outsider or the marginalised; talk about the creation and how some Christians show their care for the natural world; recognise some items found in a church that are connected with important 	<p>Knowledge and understanding of Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians; [Units 4, 5] recall the key features of the Gospel stories of Christmas and Easter; [Units 2, 9] say something about how Christians talk about a relationship with God; [Units 1, 7, 8] 	<p>Knowledge and understanding of Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection; [Units 2, 4, 9] describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others; [Units 5, 7, 8] describe a way in which some Christians work together locally; [Units 1, 6] 	<p>Knowledge and understanding of Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts; [Units 6, 9] describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience; [Units 1, 4, 5] describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art; [Units 3, 7] 	<p>Knowledge and understanding of Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to:</p> <ol style="list-style-type: none"> describe and compare ways in which different Christian groups express their identity; [Units 4, 7] explain how and why examples of creativity may express or challenge Christian beliefs about the Fall, redemption and salvation; [Units 3, 5] suggest reasons for different understandings of the resurrection of Jesus that Christians hold and show how

<p>Christian beliefs or practices;</p> <p>d. recall at least one person associated with the life of a church.</p>	<p>d. say something about how and why Christians try to help others; [Units 3, 6, 9]</p> <p>e. provide a good reason for the views they have and the connections they make. [All Units]</p>	<p>d. describe the importance of the Bible for Christians and give examples of how it is used; [Units 3, 5]</p> <p>e. provide good reasons for the views they have and the connections they make. [Units 1-9]</p>	<p>d. describe and compare different ideas Christians may have about salvation and life after death with reference to key texts; [Units 2, 8]</p> <p>e. provide good reasons for the views they have and the connections they make. [Units 1-9]</p>	<p>they may have an impact on Christians today; [Units 1, 8]</p> <p>d. explain the challenges of the Christian principles of love, forgiveness and trust in God with reference to key texts; [Units 2, 6, 9]</p> <p>e. use reasoning and examples to express their own views on how Christianity has affected the world. [All Units]</p>
<p>Knowledge and understanding of religions or worldviews other than Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:</p> <p>a. talk about a story from the religion or worldview being studied;</p> <p>b. talk about the natural world and how care is shown for all living things;</p> <p>c. recognise some items that are connected with important beliefs or practices;</p> <p>d. recall at least one person associated with the life of the religion or worldview being studied.</p>	<p>Knowledge and understanding of religions or worldviews other than Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:</p> <p>a. recall stories about an inspirational person; [Units 1, 4]</p> <p>b. recall key features of an inspirational event, place, ritual or special occasion; [Units 2, 7]</p> <p>c. say how stories in a selected tradition are inspirational for believers; [Units 5, 8]</p> <p>d. say something about how and why followers of this tradition try to help others; [Units 3, 6]</p> <p>e. provide a good reason for the views they have and the connections they make. [All Units]</p>	<p>Knowledge and understanding of religions or worldviews other than Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:</p> <p>a. describe what believers might learn from the significant texts/writings being studied; [Units 1, 6, 8, 9]</p> <p>b. describe what some of the arts in the tradition being studied might mean to believers; [Units 3, 5, 7]</p> <p>c. describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions; [Units 10, 11, 12]</p> <p>d. describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used; [Units 10, 11, 12]</p> <p>e. provide good reasons for the views they have and the connections they make. [Units 1, 3, 5-12]</p>	<p>Knowledge and understanding of religions or worldviews other than Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:</p> <p>a. make links between some texts and symbols from religion and belief and guidance on how to live a good life; [Units 1, 3, 6, 9]</p> <p>b. describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities; [Units 10, 11, 12]</p> <p>c. describe and compare different ways of demonstrating a commitment to a tradition of religion and belief; [Units 10, 11, 12]</p> <p>d. describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts; [Units 5, 7, 8]</p> <p>e. provide good reasons for the views they have and the connections they make. [Units 1, 3, 5-12]</p>	<p>Knowledge and understanding of religions or worldviews other than Christianity</p> <p>By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:</p> <p>a. describe and compare different interpretations of religious identity; [Units 1, 4]</p> <p>b. explain how and why people express beliefs, values and ideas of spirituality through ceremonies, festivals and other creative ways; [Units 2, 3, 7]</p> <p>c. suggest reasons for similar and different interpretations of scriptures and other important texts; [Units 6, 8]</p> <p>d. explain why some people are inspired to follow a particular religious or philosophical path; [Units 5, 9]</p> <p>e. use reasoning and examples to express their own views on how the tradition being studied has affected the world. [All Units]</p>