

## Indicative progression in Global Learning through RE

Aims from the REC National Curriculum framework (2013)	Expected outcomes for 11-year-olds	Expected outcomes for 14-year-olds
Pupils can:		
<p>A: Know about and understand a range of religions and world views, so that they can:</p> <ul style="list-style-type: none"> <li>• describe, explain and analyse beliefs and practices, recognising the diversity that exists within and between communities and amongst individuals</li> <li>• identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews</li> <li>• appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the connection between beliefs and practices in different religions and beliefs about preservation of the world and social justice. They can use sources of wisdom to describe two different religions' beliefs and actions around global issues</li> <li>• investigate aspects of the life of a religious or belief community such as charitable giving, describing teaching from sources of wisdom showing their understanding of this teaching and expressing ideas of their own</li> <li>• describe the impact of teaching from a religion on issues about global justice; for example, Hindu teaching about harmlessness (<i>ahimsa</i>) on questions about how people live their lives following this teaching. Pupils are able to give examples of particular people who have taken particular global actions due to their beliefs. Pupils express their own ideas about this teaching</li> </ul>	<ul style="list-style-type: none"> <li>• appraise the impact of two key leaders, thinkers or founders of religions or world views on global communities today, for example, Guru Gobind Singh or Thich Nhat Hanh</li> <li>• interpret and appraise how sacred writings such as the Torah or the Bhagavad Gita, or other sources of wisdom, provide ethical guidance and spiritual nurture to members of different communities. Pupils can express different views about how that ethical guidance is understood in terms of interdependence or social justice</li> <li>• appreciate and appraise different ways of expressing beliefs and values in architecture and the arts, focusing on examples from Britain and developing countries, building their understanding of similarity, diversity and interdependence within the religions and world views they study</li> </ul>

Aims from the REC National Curriculum framework (2013)	Expected outcomes for 11-year-olds	Expected outcomes for 14-year-olds
Pupils can:		
<p>B: Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:</p> <ul style="list-style-type: none"> <li>• explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</li> <li>• express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</li> <li>• appreciate and appraise varied dimensions of religion or a worldview.</li> </ul>	<ul style="list-style-type: none"> <li>• explain the significance for religious people of belonging to a worldwide religious community and that, with that sense of belonging, comes interdependence and responsibility towards the whole community</li> <li>• describe and offer reasons for the challenges and benefits of belonging to a community of faith and beliefs and, as part of that, working together towards shared commitments e.g. interdependence and social justice</li> <li>• describe the ethical beliefs different religions and world views have about environmental ethics using quotes or stories from sources of wisdom</li> </ul>	<ul style="list-style-type: none"> <li>• express insight as to what extent religions bring benefits to developing countries</li> <li>• give an account of and evaluate the influence of some contemporary 'great lives' on global religious communities and the wider world</li> <li>• weighing up ways in which the commitment of key leaders can inspire whole communities. They also consider questions about possible dangers of commitment</li> <li>• give a coherent account of a Global Learning religious controversy in current affairs including arguments from both sides of the controversy, analysing issues from different perspectives</li> <li>• give a coherent account of ideas from different perspectives about how different religions and worldviews relate to each other and about collaboration and conflict between individuals and communities</li> </ul>

Aims from the REC National Curriculum framework (2013)	Expected outcomes for 11-year-olds	Expected outcomes for 14-year-olds
Pupils can:		
<p>C: Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:</p> <ul style="list-style-type: none"> <li>• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</li> <li>• enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</li> <li>• articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples of religions and world views working in the world to support issues such as social justice and sustainability, and discuss what more should be done</li> <li>• describe and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), and compare to their own moral values, applying their ideas to issues of justice in both their local and the global community</li> <li>• express persuasively the reasons why people who have a particular religious background or non-religious world view try to help people who are vulnerable and support global development priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• share their reasoning and arguments by debating questions and dilemmas about the nature of human life and the moral responsibilities of being human in the world, responding to ethical questions of genetic modification of crops, birth control and over-population, wealth and poverty</li> <li>• interpret arguments, sources and ideas about racism and genocide from different religions, using examples of people from around the world</li> <li>• share reasoning and arguments about the impact of ethical choices, evaluating the impact of moral choices with discernment</li> <li>• make compelling and reasonable connections between what religions and world views teach and what they say about issues such as starvation around the world, environmental ethics, war or prejudice.</li> </ul>

*Fiona Moss, for the National Association for Teachers of Religious Education*