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|  | **Skills Progression** **Subject area: RE skills. Subject leader: Caroline Bagshaw** |
|  | **Attainment target 1: Learning about religions.** (Knowledge and understanding of :)  |  **Attainment target 2: Learning from religions.** (Response, evaluation, application and questions of :) |
|  | **Year 1** **(KS1 skills)**  | **Year 2** **(KS1 skills)**  | **Year 3** **(Lower KS2 skills)**  | **Year 4** **(Lower KS2 skills)**  | **Year 5** **(Upper KS2 skills)**  | **Year 6** **(Upper KS2 skills)**  |
| **Generic skills :** **Pupils:** **AF1: Thinking about religion and belief**   | • recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs  | retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs   | make links between beliefs, stories and practices * identify the impacts of beliefs and practices on people’s lives
* identify similarities and differences between religions and

beliefs   | * comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities
* describe similarities and differences within and between religions and

beliefs   | • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed.   | * use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world
* Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
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| **AF2: Pupils: Enquiring, investigating and interpreting**   |  * identify what they find interesting and puzzling in life
* recognise symbols and other forms of

religious expression              |  * recognise that some questions about life are difficult to answer
* ask questions about their own and others’ feelings and experiences
* identify possible meanings for symbols and other forms of

religious expression   |  • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression   |  * gather, select, and organise ideas about religion and belief
* suggest answers to some questions raised by the study of religions and beliefs
* suggest meanings for a range of forms of religious expression, using

appropriate vocabulary   |  * suggest lines of enquiry to address questions raised by the study of religions and beliefs
* Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts.
 |  * identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives
* interpret the significance and impact of different forms of religious and spiritual

expression  |
| **Themes** |  |  |  |  |  |  |
| **Beliefs and teachings** **(what people believe)**  | recount outlines of some religious stories  | retell religious stories and identify some religious beliefs and teachings  | describe some religious beliefs and teachings of religions studied, and their importance  | describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions  | explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities  |  Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.  |
| **Practices and lifestyles** **(what people do)**  | recognise features of religious life and practice  | identify some religious practices, and know that some are characteristic of more than one religion   | describe how some features of religions studied are used or exemplified in festivals and practices  | show understanding of the ways of belonging to religions and what these involve  | explain how selected features of religious life and practice make a difference to the lives of individuals and communities  |  explain in detail the significance of Christian practices, and those of other faiths studied, to the Lives of individuals and communities.    |
| **Expression and language** **(how people express themselves)**  | recognise some religious symbols and words  | suggest meanings in religious symbols, language and stories  | make links between religious symbols, language and stories and the beliefs or ideas that underlie them  | show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language    | explain how some forms of religious expression are used differently by individuals and communities  | Compare the different ways in which people of faith communities express their faith.  |
| **Identity and experience** **(making sense of who we are)**  | identify aspects of own experience and feelings, in religious material studied  | respond sensitively to the experiences and feelings of others, including those with a faith  | compare aspects of their own experiences and those of others, identifying what influences their lives     | ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers   | make informed responses to questions of identity and experience in the light of their learning  | Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.  |
| **Meaning and purpose** **(making sense of life)**  | identify things they find interesting or puzzling, in religious materials studied  | realise that some questions that cause people to wonder are difficult to answer   | compare their own and other people's ideas about questions that are difficult to answer  | ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied  | make informed responses to questions of meaning and purpose in the light of their learning  |  Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.    |
| **Values and commitments** **(making sense of right and wrong)**  | identify what is of value and concern to themselves, in religious material studied  | respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong  | make links between values and commitments, including religious ones, and their own attitudes or behaviour  | ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues  | make informed responses to people's values and commitments (including religious ones) in the light of their learning  | make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply    |

**SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION**

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. **They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.**

 **Reflection** – this includes:

* Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

 **Empathy** – this includes:

* Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
* Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
* Seeing the world through the eyes of others, and seeing issues from their point of view

**Investigation** – this includes:

* Asking relevant questions
* Knowing how to gather information from a variety of sources
* Knowing what may constitute evidence for justifying beliefs in religion

**Interpretation** – this includes:

* Drawing meaning from artefacts, works of art, music, poetry and symbolism
* Interpreting religious language
* Suggesting meanings of religious texts

**Evaluation** – this includes:

* Debating issues of religious significance with reference to evidence and argument

**Analysis** – this includes:

* Distinguishing between opinion and fact
* Distinguishing between the features of different religions

**Synthesis** – this includes:

* Linking significant features of religion together in a coherent pattern
* Connecting different aspects of life into a meaningful whole

**Application** – this includes:

* Making the association between religion and individual, community, national and international life

**Expression** – this includes:

* Explaining concepts, rituals and practices
* Expressing religious views, and responding to religious questions through a variety of media