



RE Progression of Skills

Intent

It is our intent at Orton CE school that, just as in the Parable of The Sower, we provide the children with the best opportunities to thrive and flourish through the development of skills, knowledge and understanding in Religious Education. We have chosen to follow the Blackburn Diocese curriculum for RE as it provides a thorough and rigorous curriculum based on the foundations of asking questions, investigating and exploring and deepening understanding. The curriculum meets the requirements of the RE Statement of Entitlement (The Church of England Education Office 2016) and teaching is divided into 80% Christianity and 20% non-Christian world religions. In our beautiful, but often sheltered Cumbrian community we lack the diversity of other areas of the country. The Blackburn Diocese curriculum provides opportunities for the children to explore the diversity of faith and culture within the UK and beyond. It provides planning and resources that challenge stereotypes, allowing the children to explore differences and similarities between all people; developing respect for all and a sense of wonder about the world around us. The curriculum also allows the children to consider their own personal faith or spirituality, providing the solid, fertile foundations for the fundamental features of a 'good' life rooted in the values of love, forgiveness and hope.

Implementation

The development of skills is key throughout RE lessons and teaching. The progression of skills are developed sequentially throughout each year group, allowing children to flourish and thrive by building on previously learnt understanding and established skills. Lessons are sequenced in a purposeful way that allows children to develop their RE skills through exploring religious texts, discovering the impact of religious teachings and making connections. Teaching and learning is built on skillful questioning and purposeful tasks that allow the children to deepen their understanding of their own faith, that of others and how faith and spirituality are demonstrated in their own community and the wider world. Resources provided by the Blackburn Diocese and other resources within school demonstrate the diversity between and within faiths. Lessons are designed to challenge stereo-types, provoke questions about meaning and purpose and inspire awe and wonder.

Impact

At Orton CE School progress in RE skills is measured through the children's ability to interpret religious expression of belief, explain meaning and purpose for those of faith, identify and understand the significance of key religious symbols and explain practices, lifestyles and expressions of people who demonstrate 'faith in action'. In our school we want children to develop strong roots that allow them to thrive as they go out into the world. Children demonstrate their strongly rooted skills in RE by showing respect and care to others around them, those who are familiar to them and those from different walks of life, accepting differences with love and care; by asking significant questions and understanding that some questions will be difficult to answer and by making increasingly informed responses about people's values and commitments. We want to inspire curiosity in our children and a desire to build on their RE skills and learn more as they go out into the world.

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Progression in RE depends upon the development of the following learning skills. 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. The development of these skills will allow the children to learn, grow and thrive as they go out into the world and continue their educational journey.

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| EYFS | <p><u>EYFS Development Matters 2020 Statements</u></p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate times in different ways</p> <p><u>Early Learning Goals</u></p> <p>Talk about the lives of people around them and their roles in society</p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences of what has been read in class</p> |
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| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| AF 1 : Thinking about religion and belief | Recall features of religious, spiritual and moral stories and other forms of religious expression | Retell religious, spiritual and moral stories | Make links between beliefs, stories and practices | Comment on connections between questions, beliefs, values and practices | Explain connections between questions, beliefs, values and practices in different belief systems | Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems |
| | Recognise and name features of religions and beliefs | Identify how religion and belief is expressed in different ways | Identify the impacts of beliefs and practices on people's lives | Describe the impact of beliefs and practices on individuals, groups and communities | Recognise and explain the impact of beliefs and ultimate questions on individuals and communities | Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world |
| | | Identify similarities and differences in features of religions and beliefs | Identify similarities and differences between religions and beliefs | Describe similarities and differences within and between re | Explain how and why differences in belief are expressed. | Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures |
| AF2: Pupils: Enquiring, investigating | Identify what they find | Recognise that some questions | Investigate and connect features | Gather, select, and organise | Suggest lines of enquiry to address questions | Identify the influences on, and distinguish |

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| and interpreting | interesting and puzzling in life | about life are difficult to answer | of religions and beliefs | ideas about religion and belief | raised by the study of religions and beliefs | between, different viewpoints within religions and beliefs |
| | Recognise symbols and other forms of religious expression | Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression | Ask significant questions about religions and beliefs Describe and suggest meanings for symbols and other forms of religious expression | 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 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. | Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression |
| 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 | Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of | Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate |

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| | | | | comparisons between religions | individuals and communities | language and vocabulary. |
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| 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 | Ask questions about the significant experiences of key figures from religions studied | Make informed responses to questions of identity and experience in the | Discuss and express their views on some fundamental questions of identity, meaning, |

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| | | | influences their lives | and suggest answers from own and others' experiences, including believers | light of their learning | 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 |