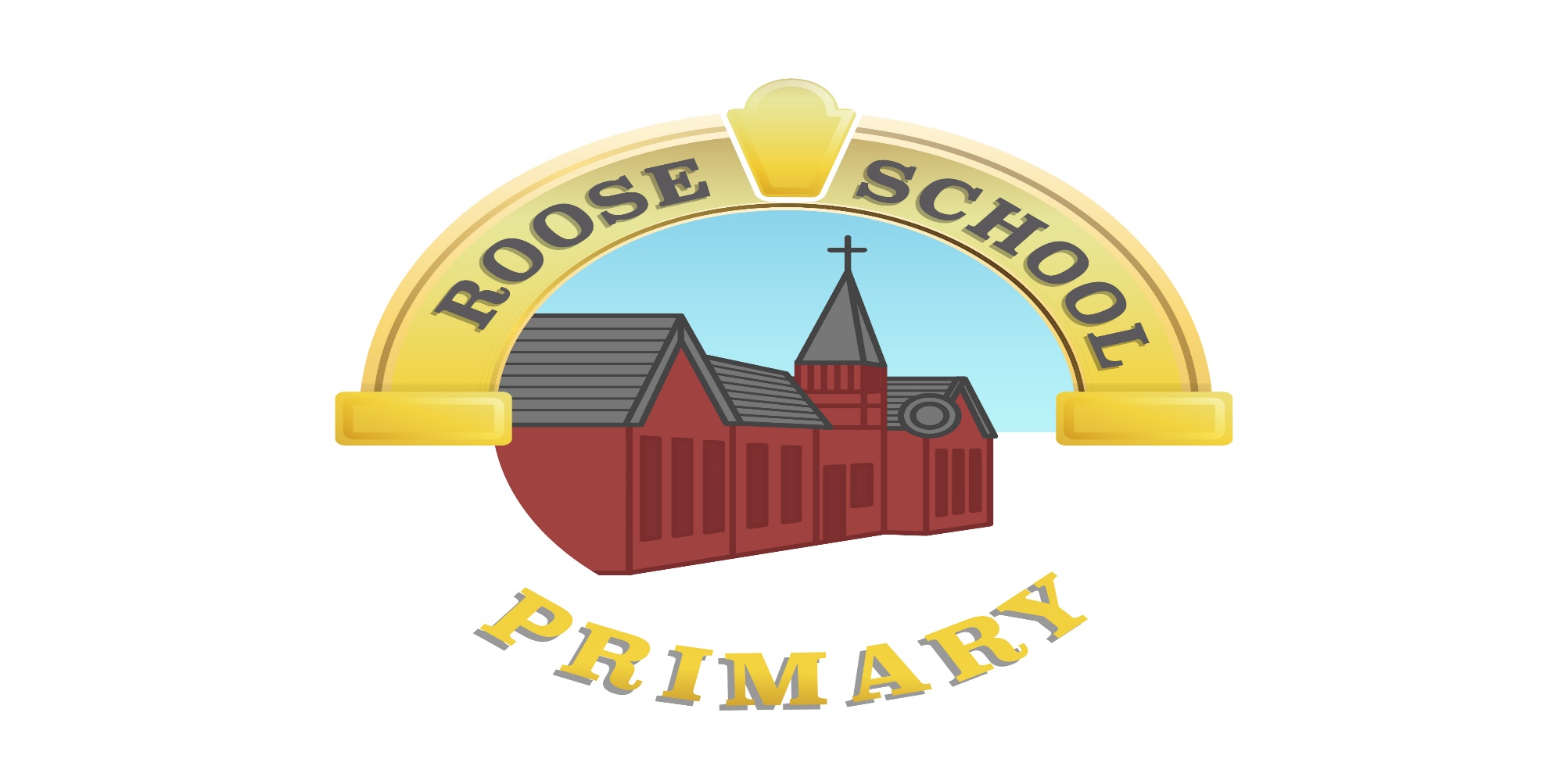
RE Progression of Skills



Roose Community Primary School

RE Progression at Roose Primary School

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **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. |
| **AF2:**  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 |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Recount** outlines of | **Retell** Religious stories | **Describe** some | **Describe** the key | **Explain** how some | **Make comparisons** |
|  | *some* Religious stories | and identify some | Religious beliefs and | beliefs and teachings | beliefs and teachings | between the key |
|  |  | Religious beliefs and | teachings of Religions | of the Religions | are shared by different | beliefs, teachings and |
| **Beliefs and Teachings** (What people believe) |  | teachings | studied, and their importance | studied, connecting them accurately with other features of the Religions making some  comparisons between | Religions and how they make a difference to the lives of individuals and communities | practices of the Christian faith and other faiths studied, using a wide range of  appropriate language |
|  |  |  |  | Religions |  | and vocabulary. |
|  | **Recognise** features of | **Identify** *some* | **Describe** how some | **Show understanding** | **Explain** how selected | **Explain in detail** the |
|  | Religious life and | Religious practices, and | features of Religions | **of** the ways of | features of Religious | significance of |
| **Practices and Lifestyles** (What people do) | practice | know that some are characteristic of more than one Religion | studied are used or exemplified in festivals and practices | belonging to Religions and what these involve | life and practice make a difference to the lives of individuals and communities | Christian practices, and those of other faiths studied, to the lives of individuals and communities. |
|  | **Recognise** *some* | **Suggest meanings** in | Make links between | **Show, using** | **Explain** how some | **Compare** the different |
|  | Religious symbols and | Religious symbols, | Religious symbols, | **technical** | forms of Religious | ways in which people |
|  | words | language and stories | language and stories | **terminology,** how | expression are used | of faith communities |
| **Expression and Language** (How people express themselves) |  |  | and the beliefs or ideas that underlie them | Religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some  symbols, stories and | differently by individuals and communities | express their faith. |
|  |  |  |  | language |  |  |

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|  | **Identify** aspects of | **Respond** sensitively to | **Compare** aspects of | **Ask** questions about | **Make informed** | **Discuss and express** |
|  | own experience and | the experiences and | their own experiences | the significant | **responses** to | **their views** on some |
|  | feelings, in Religious | feelings of others, | and those of others, | experiences of key | questions of identity | fundamental questions |
| **Identity and** | material studied | including those with a | identifying what | figures from Religions | and experience in the | of identity, meaning, |
| **Experience** |  | faith | influences their lives | studied and suggest | light of their learning | purpose and morality |
| (Making sense |  |  |  | answers from own and |  | Related to Christianity |
| of who we are) |  |  |  | others' experiences, including believers |  | and other faiths. |
|  | **Identify** things they | **Realise** that some | **Compare** their own | **Ask** questions about | **Make informed** | **Express their views** |
|  | find interesting or | questions that cause | and other people’s | puzzling aspects of life | **responses** to | on some fundamental |
| **Meaning and Purpose** (Making sense of life) | puzzling, in Religious materials studied | people to wonder are difficult to answer | ideas about questions that are difficult to answer | and experiences and suggest answers, making reference to the teaching of Religions studied | questions of meaning and purpose in the light of their learning | questions of identity, meaning, purpose and morality Related to Christianity and other faiths |
|  | **Identify** what is of | **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 | **Ask** questions about | **Make informed** | **Make informed** |
|  | value and concern to | values and | matters of right and | **responses** to people’s | **responses** to people's |
|  | themselves, in Religious | commitments, | wrong and suggest | values and | values and |
| **Values and Commitment** (Making sense of right and wrong) | material studied | including Religious ones, and their own attitudes or behaviour | answers that show understanding of moral and Religious issues | commitments (including Religious ones) in the light of their learning | 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