

RE- Skills Progression

In Sholing Junior School, we follow the Hampshire agreed syllabus for the teaching of RE (The Living Difference III). This document outlines that, in KS2, Christianity should be taught alongside two other world religions. In Years 3 and 4 this will be Christian traditions and Sikhi faith traditions and in Years 5 and 6 it will be Christian traditions and Muslim traditions.

Concepts:

The teaching of these religions, will be done through key concepts:

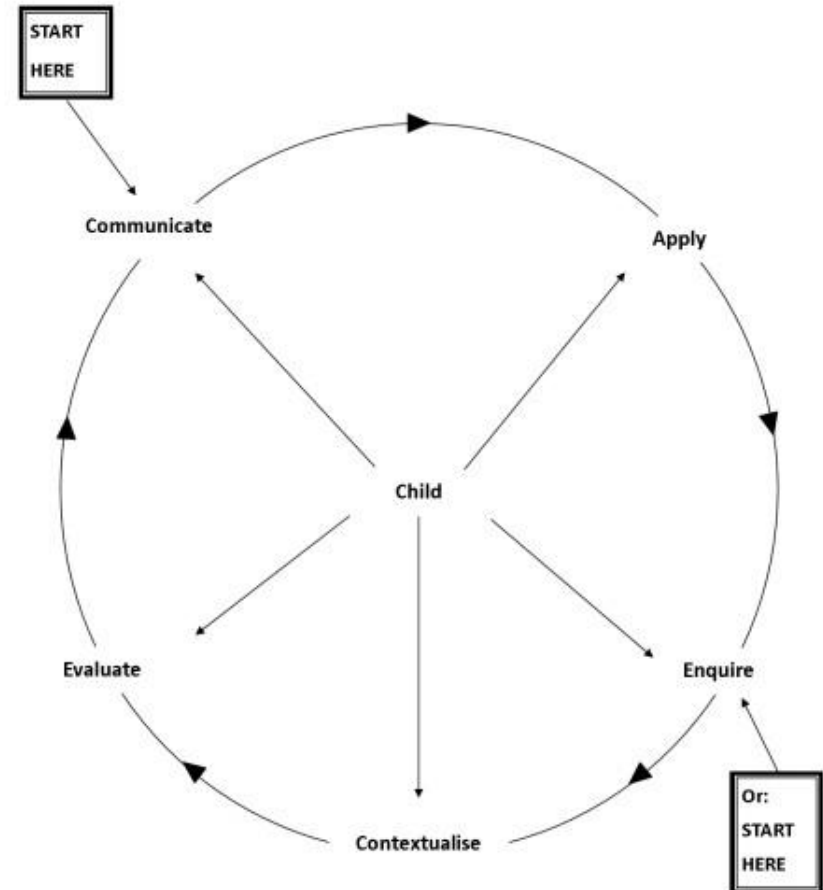
Concepts that are common to all people (e.g. remembering, celebration, compassion etc.)

Concepts that are shared by many religions (e.g. God, worship, symbolism etc.)

Concepts that are distinctive to particular religions (e.g. Trinity, Akhirah, Guru etc.)

Process of Enquiry

The Living Difference document also sets out a process cycle of enquiry, which should have a progression of skills to ensure that children are building upon previous learning and developing key enquiry skills.



	Communicate	Apply	Inquire – New Concept	Contextualise	Evaluate
Year 3	Begin to describe their own responses to the human experience of concepts.	Begin to describe some examples of how their responses to concepts studied can be applied to their own lives and the lives of others.	Start to describe some key concepts which are common to all people (concepts A) and those which are common to many religions (concepts B)	Start to describe how concepts are contextualised within some beliefs/practices/ways of life of people living a religious life.	Begin to evaluate concepts and start to describe their value to different people. Through discussion, begin to recognise, identify and describe some of the issues raised.
Year 4	Be able to describe their own responses to the human experience of concepts.	Be able to describe a range of examples of how their responses to concepts studied can be applied to their own lives and the lives of others.	Describe key concepts which are common to all people (concepts A) and those which are common to many religions (concepts B)	Describe, with increasing detail, how concepts are contextualised within some beliefs/practices/ways of life of people living a religious life.	Evaluate concepts and human beings experiences of them. Be able to describe the value of concepts to different people. Through discussion, recognise, identify and describe some of the issues raised.
Year 5	Begin to explain their own responses to the human experience of the concepts explored.	Start to explain how their responses to concepts can be applied to their lives and the lives of others.	Describe and begin to explain concepts which are common to all people (concepts A), those which are common to many religions (concepts B) and those which are specific to particular religions (concepts C).	Describe and begin to explain how concepts are contextualised within some beliefs/practices/ways of life of people living a religious life.	Begin to evaluate some of the concepts, explaining their value to different people. Begin to back ideas up by providing examples. Through discussion, begin to identify and describe some of the issues and questions that arise.
Year 6	Be able to fully explain their own responses to the human experience of the concepts explored.	Explain, with increasing detail, how their responses to concepts can be applied to their lives and the lives of others.	Fully describe and explain concepts which are common to all people (concepts A), those which are common to many religions (concepts B) and those which are specific to particular religions (concepts C).	Describe and provide detailed explanations for how concepts are contextualised within some beliefs/practices/ways of life of people living a religious life.	Evaluate concepts studied, explaining their value to different people and backing ideas up by providing examples. Through discussion, identify and describe, in increasingly complex ways, some of the issues and questions that arise.