St John’s C of E Primary School

RE Skills Progression

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| Skills | Reception | Yr1/2 | Yr3/4 | Yr5/6 |
| Investigation | Asking relevant questions. | Using different sources. | Begin to know what constitutes evidence for understanding religions. | To know what constitutes evidence for understanding religions. |
| Expression | N/A | Explain concepts, rituals and practices. | The ability to identify and articulate matters of deep conviction/concern. | The ability to respond to religious issues through variety of media. |
| Interpretation | Draw some meaning from artefacts. | Draw meaning from music, art, poetry and symbolism. | Begin to suggest meanings of religious texts. | Suggest meanings of religious texts. |
| Reflection | Discuss feelings, relationships, and experiences. | Ask ultimate questions on belief and practices. | Begin to use stillness, mental and physical to think with clarity about sig events, emotions and atmospheres. | To use stillness, mental and physical to think with clarity about sig events, emotions and atmospheres. |
| Empathy | Consider thoughts and feelings of others. | Consider experiences, attitudes, beliefs and values of others. | Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. | To see the world through he eyes of others and to see issues from their point of view. |
| Application | Connecting religion to community, national and international. | Connecting religion to community, national and international. | Identifying key religious values and their interplay with secular ones. | Identifying key religious values and their interplay with secular ones. |
| Discernment | N/A | Begin to explain significance of aspects of belief and practice. | Developing an insight into people, motives, actions and consequences. | Seeing clearly how individuals might learn from the religions they study. |
| Analysis | N/A | Begin to distinguish between opinion, belief and fact. | Distinguish between opinion, belief and fact. | Distinguish between the features of different religions. |
| Synthesis | N/A | Linking significant features of religion together. | Trying to connect different aspects of life into a meaningful whole. | Trying to connect different aspects of life into a meaningful whole. |
| Evaluation | Begin to debate a religious issue. | Debate a religious issue. | Debate religious issue with reference to evidence/argument. | Weighing the respective claims of self interest, consideration, religious teaching and individual conscience. |

These skills are progressive and year groups can use the previous/next year group skills to meet the needs of all learners in their class.