



Skills Progression

Subject area: Religious Education

Sound and District Primary School

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Beyond Year Six
<p>AF1: Thinking about religion and belief</p> <p>People and Communities</p> <ul style="list-style-type: none"> I enjoy joining in with family customs and routines <p>Early Learning Goal</p> <ul style="list-style-type: none"> I can talk about similarities and differences among families, communities and traditions 	<ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can explain how some beliefs and teachings are shared by different religions. I can explain how beliefs and teachings affect the lives of individuals and communities I can explain how religious life and practices affect the lives of individuals and communities. I can explain, using the correct terminology, how religious beliefs and ideas can be shown in many ways. 	
<p>AF2: Pupils: Enquiring, investigating and interpreting</p>	<ul style="list-style-type: none"> identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I recognise and express my feelings about my own identity and link this to my learning about religion. I can explain why there are differences between my own and others' ideas about ultimate questions I can express my own values. I can respond to the values and commitments of others 	

Skills and processes to be developed through Religious Education

Progression in RE depends upon the development of the following 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