

Religious Education- Progression of Skills at St Mary's

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills to be applied across all RE learning.	Learning about religion	Recognise Name	Retell/recall Identify		Make links Describe		Show understanding Describe impact
	Learning from religion	Talk about Respond simply	Ask Respond sensitively		Make links Reflect		Ask questions Suggest answers
		Year 1 and 2 (EYFS – beginning to...)		Year 3 and 4		Year 5 and 6	
Aim A: Theology Know about and understand a range of religions and worldviews	A1 Describe and explain beliefs, and practices, recognising the diversity which exists within and between communities	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them		Describe, beginning to make links between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to respond sensitively and begin to reflect on their ideas		Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas	
	A2 Identify, discuss and respond to sources of wisdom found in religion and worldviews	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come		Describe and make simple links between stories and other aspects of the communities they are investigating, responding sensitively to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities		Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	
	A3 Investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities		Explore and describe a range of beliefs, symbols and actions so that they can make links between different ways of life and ways of expressing meaning		Explore and show understanding of a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	

Aim B: Community Gain and deploy the skills needed to engage purposefully with religions and worldviews	B1 Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry	Discuss and present their own and others' views on questions about belonging, meaning and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry
	B2 Draw conclusions about what enables different communities to live together respectfully for the well-being of all	Find out about and respond with ideas to examples of cooperation between people who are different	Consider and make links about ways in which diverse communities can live together for the well-being of all, responding to ideas about community, values and respect	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect
	B3 Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response
Aim C: Individual Express ideas and insights about the nature, significance and impact of religions and worldviews	C1 Justify their ideas about how beliefs and practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Observe and reflect on varied examples of religions and worldviews so that they can explain their meanings and significance to individuals and communities	Pose questions about, observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
	C2 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Identify the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives
	C3 Appreciate and appraise varied dimensions of religion linking these to British values	Notice and respond sensitively to some similarities between different religions and worldview	Observe and consider different elements of religion, so that they can explore and show begin to make links between the similarities and differences of different religions and worldview	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldview

Investigation and enquiry

- Ask relevant and increasingly deep questions.
- Use a range of sources and evidence, including sacred texts.
- Identify and talk about key concepts.
- Know what may constitute evidence for justifying religious beliefs.

Critical thinking and reflection

- Analyse information and make judgements.
- Reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.
- Ask and discuss ultimate questions and experiences.

Empathy

- Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of others.
- Develop the ability to identify feelings such as love, wonder, forgiveness, and sorrow.
- See the world through the eyes of others.

Interpretation

- Interpret religious language and meaning.
- Draw meaning from religious artefacts, works of art, music, poetry, and symbols.
- Suggest meanings of religious texts.

Analysis

- Distinguish between opinion, beliefs, and fact.
- Distinguish between the features of different religions and beliefs.

Synthesis

- Link significant features of religion and belief together in a coherent pattern.
- Connect different aspects of life into a meaningful whole.

Application

- Make the association between religion/belief and individual, community, national and international life