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|  | **Skills Progression**  **Subject area: Religious Education skills.** | | | | | |
|  | **Attainment target 1: Learning about religions.**  (Knowledge and understanding of:) | | | **Attainment target 2: Learning from religions.**  (Response, evaluation, application and questions of:) | | |
|  | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | **Year 6**  **(Upper KS2 skills)** |
| **Generic skills : Pupils:**  **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: Pupils: Enquiring, investigating and interpreting** | * identify what they find interesting and   puzzling in life | * recognise that some questions about life are difficult to   answer | * investigate and connect features of religions and beliefs * ask significant | * gather, select, and organise ideas about religion and belief * suggest answers to some | * suggest lines of enquiry to address questions raised by the study of religions and   beliefs | * identify the influences on, and distinguish between, different viewpoints within   religions and beliefs |
|  | * recognise symbols | * ask questions about | questions about | questions raised by the | * suggest answers to | * interpret religions and |
|  | and other forms of | their own and others’ | religions and beliefs | study of religions and | questions raised by the | beliefs from different |
|  | religious expression | feelings and  experiences | * describe and   suggest meanings for | beliefs   * suggest meanings for a | study of religions and  beliefs, using relevant | perspectives   * interpret the significance |
|  |  | * identify possible | symbols and other | range of forms of religious | sources and evidence | and impact of different forms |
|  |  | meanings for symbols | forms of religious | expression, using | * recognise and explain | of religious and spiritual |
|  |  | and other forms of  religious expression | expression | appropriate vocabulary | diversity within religious  expression, using appropriate | expression |
|  |  |  |  |  | concepts. |  |

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| **Beliefs and teachings (what people believe)** | recount outlines of some religious stories | retell religious stories and identify some religious beliefs and teachings | describe some religious beliefs and teachings of religions studied, and their importance | describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some  comparisons between religions | explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities | make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate  language and vocabulary. |
| **Practices and lifestyles (what people do)** | recognise features of religious life and practice | identify some religious practices, and know that some are characteristic of more than one religion | describe how some features of religions studied are used or exemplified in festivals and practices | show understanding of the ways of belonging to religions and what these involve | explain how selected features of religious life and practice make a difference to the lives of individuals and communities | explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. |
| **Expression and language**  **(how people express themselves)** | recognise some religious symbols and words | suggest meanings in religious symbols, language and stories | make links between religious symbols, language and stories and the beliefs or ideas that underlie them | show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language | explain how some forms of religious expression are used differently by individuals and communities | compare the different ways in which people of faith communities express their faith. |
| **Identity and experience (making sense of who we are)** | identify aspects of own experience and feelings, in religious material studied | respond sensitively to the experiences and feelings of others, including those with a faith | compare aspects of their own experiences and those of others, identifying what influences their lives | ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers | make informed responses to questions of identity and experience in the light of their learning | discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. |
| **Meaning and purpose (making sense of life)** | identify things they find interesting or puzzling, in religious materials studied | realise that some questions that cause people to wonder are difficult to answer | compare their own and other people's ideas about questions that are difficult to answer | ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied | make informed responses to questions of meaning and purpose in the light of their learning | express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. |
| **Values and commitments (making sense of right and wrong)** | identify what is of value and concern to themselves, in religious material studied | 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 values and commitments, including religious ones, and their own attitudes or behaviour | ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues | make informed responses to people's values and commitments (including religious ones) in the light of their learning | make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply |

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| **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 |