

## RE Progression and skills

	Year 3	Year 4	Year 5	Year 6
<b>Beliefs and teachings (what people believe)</b>	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.
<b>Practices and lifestyles (what people do)</b>	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.
<b>Expression and language (how people express themselves)</b>	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.
<b>Identity and experience (making sense of who we are)</b>	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.
<b>Meaning and purpose (making sense of life)</b>	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.
<b>Values and commitments (making sense of right and wrong)</b>	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

## RE Progression and skills

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

## RE Progression and skills

	End of LKS2	End of UKS2
<p><b>Element 1: Making sense of beliefs</b>  <b>Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.</b></p>	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of wisdom and authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>
<p><b>Element 2: Understanding the impact</b>  <b>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.</b></p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Identify some differences in how people put their beliefs into practice</p>	<p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>
<p><b>Element 3: Making connections</b>  <b>Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.</b></p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>

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