



Progression of Skills In RE

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Theology, Beliefs & Teachings. (Theology – Believing) | Retell a religious (eg Christian, Hindu or Islam) story and talk about it | - Retell a religious story and suggest meanings to some religious and moral stories. | - Describe what a believer might learn from a religious story/sacred text - Reflect and respond thoughtfully - Use an example from a passage/story in a religious/sacred text, from the bible (Christianity), Quran (Islam) & the Vedas or Upanishad (Hindu). | - Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives. Compare at least two different religions from Christianity, Islam & Hindu faiths. | - Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. Look at examples from two of our main religions. | - Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life. Compare the similarities and differences in celebrations across all three main religions (Christianity, Islam & Hindu) and one further religion from Buddhism, Sikhism and Judaism. |
| Religious Practices (Social Science – Living) | Recall and name different beliefs and practices, including festival, worship rituals and ways of life. | - Ask and respond to questions about why religious communities do different things. | - Describe and begin to make links between some of the things that are the same and different for religious people in their moral behaviours, religious practices and ways of living. | - Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups in the ways they express their faith, live a religious life and worship. | - Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities. | - Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life. Explore how this may strengthen their family, race & cultural identity. |
| Religious Philosophy (Philosophy – Thinking) | Recognise religious art, symbols and words and talk about them. | Recognise that religious symbols, words and actions express a community way of living. | - Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning as shown in the practices of people with faith in two of the three main world religions we study as a school. | - Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media as shown by people of faith in the three main faiths we study as a school. | - Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and Value. See examples in all three main religions we study at SJA. | - Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers. Explore examples from all three main religions we study at SJA and from another world religion. |
| Questions and enquiry around Identity & Belonging (Theology – Believing) | Begin to ask questions about the faith communities in their school. | - Notice and respond sensitively to some similarities between different religious and worldviews. | - Compare their own understanding of belonging with that of someone else's - Identify similarities and differences. | - Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people | - Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect | - Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples |
| Social Science Questions of Meaning & Purpose (Social Science – Living) | Think about the special things that happen to them and others. | - Explore questions about meaning and truth. - Discuss sacred writings and sources of wisdom. | Ask important questions about life and compare their ideas with those of other people. | - Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence. | - Represent the views of others about meaning, purpose and truth. | - Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth. |
| Values & Commitment (Philosophy – Thinking) | Think about what is important to them and to other people. | - Begin to express their ideas and opinions and to recognise there could be more than one answer. | - Link things that are important to them and other people with the way they think and behave. | - Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. | - Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. | - Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. - Reflect on their own ideas. |