



‘Learn with love, flourish with faith.’

Curriculum Subject Skills Progression Framework

Subject: Religious Education

	EYFS	Year 1 and Year 2:	Year 3 and Year 4:	Year 5 and Year 6:
<i>Beliefs and Teachings</i>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Retell religious stories.</p> <p>Identify some religious beliefs.</p> <p>Identify some religious teachings.</p>	<p>Describe the key beliefs and teachings of the religions studied.</p> <p>Connect key beliefs and teachings accurately with other features of the religions making some comparisons between religions.</p>	<p>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.</p>
<i>Practices and lifestyles</i>	<p>Know some similarities and differences between different religious and cultural communities in this country</p> <p>Understand that some places are special to members of their community</p>	<p>Identify some religious practices.</p> <p>Know that some religious practices are characteristic of more than one religion.</p>	<p>Describe how some features of religions studied are used or exemplified in festivals and practices.</p> <p>Describe ways of belonging to religions and what these involve.</p>	<p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>

<i>Expression and language</i>	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts	Recognise and suggest meanings for some religious symbols. Recognise and suggest meanings for some religious objects. Recognise and suggest meanings for language and stories.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms. Give meanings for some symbols, stories and language, using technical terminology.	Compare the different ways in which people of faith communities express their faith. Consider different possible meanings for the religious texts studied, showing an awareness of different interpretations.
<i>Identify and experience (making sense of who we are)</i>	Talk about the lives of the people around them	Identify aspects of own experience and feelings, in religious material studied and respond sensitively to the experiences and feelings of others, including those with a faith. Think, talk and ask questions about living in an amazing world.	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	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

<p>Meaning and purpose</p>	<p>Make comments about what they have heard and ask questions to clarify their meaning</p>	<p>Identify things they find interesting or puzzling, in religious materials studied and realise that some questions that cause people to wonder are difficult to answer.</p>	<p>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</p>	<p>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>
<p>Values and commitments (making sense of right and wrong)</p>	<p>Show an understanding of their own feelings and those of others</p> <p>Explain the reason for rules, know right from wrong and try to behave accordingly</p> <p>Show sensitivity to their own and to other's needs</p>	<p>Identify what is of value and concern to themselves, in religious material studied.</p> <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>	<p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> <p>Use different techniques to reflect deeply.</p>
<p>Generic learning skills to be applied to RE</p>	<p>These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE and develop a strong sense of resilience:</p> <p>Reflection: feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, identifying feelings such as love, wonder, forgiveness and sorrow, seeing the world through the eyes of others, and seeing issues from their point of view.</p>			

Investigation: Asking relevant questions, knowing how to gather information from a variety of sources, knowing what may constitute evidence for justifying beliefs in religion.

Interpretation: Drawing meaning from artefacts, works of art, music, poetry and symbolism, interpreting religious language, suggesting meanings of religious texts.

Evaluation: Debating issues of religious significance with reference to evidence and argument

Analysis: Distinguishing between opinion and fact, distinguishing between the features of different religions

Synthesis: Linking significant features of religion together in a coherent pattern, connecting different aspects of life into a meaningful whole

Application: Making the association between religion and individual, community, national and international life

Expression: Explaining concepts, rituals and practices, expressing religious views, and responding to religious questions through a variety of media.