



# RELIGIOUS EDUCATION SKILLS PROGRESSION

## 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:**

- Think reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices, moral issues

### **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

### **Evaluation – this includes:**

- Debating issues of religious significance with reference to evidence and argument

### **Analysis – this includes:**

- Debate issues of religious significance with reference to evidence and argument
- Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience

**EYFS** At Prior's Mill, our RE curriculum builds upon the foundations laid in EYFS, where pupils begin to explore their own experiences and beliefs, and those of others. Children develop a positive sense of themselves, and others and they learn to explore the world around them. We foster curiosity and respect for different faiths and cultures, ensuring a smooth transition as pupils progress into Key Stage 1. The EYFS Milestones Document explores this approach in more detail.

### **Interpretation – this includes:**

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

### **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:**

- Make the association between religions and the individual community, national and international communities

### **Expression – this includes:**

- Explain concepts, rituals and practices
- Communicate the significance of religious symbols, technical terms and religious imagery
- Identify and articulate matters of deep conviction and concern
- Respond to religious issues through a variety of media

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generic skills: Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>retell religious, spiritual and moral stories</li> <li>identify how religion and belief is expressed in different ways</li> <li>identify similarities and differences in features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>make links between beliefs, stories and practices</li> <li>identify the impacts of beliefs and practices on people's lives</li> <li>identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>comment on connections between questions, beliefs, values and practices</li> <li>describe the impact of beliefs and practices on individuals, groups and communities</li> <li>describe similarities and differences within and between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>explain connections between questions, beliefs, values and practices in different belief systems</li> <li>recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>explain how and why differences in belief are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul>
<b>Enquiring, investigating and interpreting</b>	<ul style="list-style-type: none"> <li>identify what they find interesting and puzzling in life</li> <li>recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>recognise that some questions about life are difficult to answer</li> <li>ask questions about their own and others' feelings and experiences</li> <li>identify possible meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>investigate and connect features of religions and beliefs</li> <li>ask significant questions about religions and beliefs</li> <li>describe and suggest meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>gather, select, and organise ideas about religion and belief</li> <li>suggest answers to some questions raised by the study of religions and beliefs</li> <li>suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>recognise and explain diversity within religious</li> </ul>	<ul style="list-style-type: none"> <li>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>interpret religions and beliefs from different perspectives</li> <li>interpret the significance and impact of different forms of</li> </ul>

					expression, using appropriate concepts.	religious and spiritual expression
<b>Beliefs and teachings (what people believe)</b>	<ul style="list-style-type: none"> <li>recount outlines of some religious stories</li> </ul>	<ul style="list-style-type: none"> <li>retell religious stories and identify some religious beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>describe some religious beliefs and teachings of religions studied, and their importance</li> </ul>	<ul style="list-style-type: none"> <li>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>	<ul style="list-style-type: none"> <li>explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Practices and lifestyles (what people do)</b>	<ul style="list-style-type: none"> <li>recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>	<ul style="list-style-type: none"> <li>describe how some features of religions studied are used or exemplified in festivals and practices</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of the ways of belonging to religions and what these involve</li> </ul>	<ul style="list-style-type: none"> <li>explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</li> </ul>
<b>Expression and language (how people express themselves)</b>	<ul style="list-style-type: none"> <li>recognise some religious symbols and words</li> </ul>	<ul style="list-style-type: none"> <li>suggest meanings in religious symbols, language and stories</li> </ul>	<ul style="list-style-type: none"> <li>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>compare the different ways in which people of faith communities express their faith.</li> </ul>
<b>Identity and experience (making sense of who we are)</b>	<ul style="list-style-type: none"> <li>identify aspects of own experience and feelings, in</li> </ul>	<ul style="list-style-type: none"> <li>respond sensitively to the experiences and</li> </ul>	<ul style="list-style-type: none"> <li>compare aspects of their own experiences and</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about the significant</li> </ul>	<ul style="list-style-type: none"> <li>make informed responses to questions of</li> </ul>	<ul style="list-style-type: none"> <li>discuss and express their views on some</li> </ul>

	religious material studied	feelings of others, including those with a faith	those of others, identifying what influences their lives	experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	identity and experience in the light of their learning	fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<b>Meaning and purpose (making sense of life)</b>	<ul style="list-style-type: none"> <li>identify things they find interesting or puzzling, in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>compare their own and other people's ideas about questions that are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about puzzling aspects of life and experiences and suggest answers, referring to the teaching of religions studied</li> </ul>	<ul style="list-style-type: none"> <li>make informed responses to questions of meaning and purpose in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
<b>Values and commitments (making sense of right and wrong)</b>	<ul style="list-style-type: none"> <li>identify what is of value and concern to themselves, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>	<ul style="list-style-type: none"> <li>make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

**KEY VOCABULARY**

<b>CHRISTIANITY</b>		<b>ISALM</b>	<b>SIKHISM</b>	<b>HINDUISM</b>	<b>JUDAISM</b>
Font	Miracles	Belonging	Belonging	Festival	Shabbat
Group	Good	Celebrate/Celebration	Kanga	Diwali (Divali)	Hanukkah
Baptism	Samaratin	Group	Christianity	Rama	Kiddush
Adult	Storyteller	Allah	Kwaccha	Sita	Menorah
Gown	Character(s)	Family	Group	Celebration/celebrate	Challah
Infant	Lost Sheep	Charity	Kirpan	Similar	Shamash
Belong(ing)	Friend(ship)	together	Sikh	Different	Kosher
Water	Qualities	Muslim	Turban	Light	Trefah
Christianity	Disciples	Mosque	GudwaraKesh	Diva	Ketubah
Light	Travel(led)	Wudu	Kesh	Symbol/symbolise	Chuppah
Jesus	Symbols	Leader	Guru Granth Sahib	Rangoli patterns	Mazal Tov
Dove	Signs	Mohammed (PBUH)	Khalsa	Lakshmi, Goddess	(congratulations,
John	Difference	Muslim	Singh	of Wealth	good luck)
Angel	Wreath	Islam	Kaur		
Stable	Religious	Allah	Amrit Samskar		
Jesus	Symbolise	Hijrah	Kara		
Gold	Light	persecuted	Mool Mantra		
Frankincense	Express	Mosque	Gurdwara		
Myrrh	Believe	Special	Guru Nanak		
Favourite	Christingle	Important	Birthday		
Gift	Service	Prophet	Sikh		
Feelings	Procession	Qur'an	Temple		
Special	Fishermen	Chauri	Special		
Spring	Selfish	Guru Granth Sahib	Story		
Growth	Change(d)	Takht	Birth		
New life	Zacchaeus	Guru	Gift		
Celebrate		Punjabi	Founder		
Easter		Temple	Benefit		
Symbol(s)			Bathing		
Palm Sunday			River		
Donkey			Meaning		
Jesus			Celebration		
Parade					
Crowd					
Parables					