

Progression of Skills in Religious Education

SKILL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
beliefs and teachings (what people believe)	<p>recount outlines of some religious stories</p> <p>Relate some religious stories to their own personal life</p>	<p>retell religious stories and identify some religious beliefs and teachings and why they are/may be important to peoples lives</p>	<p>describes some religious beliefs and teachings of religions studied, and their importance</p>	<p>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Why is a particular belief important to that religion (Christians)</p>	<p>explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. How can they make a difference to lives & communities based on their learning of religion</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. Show a coherent understanding of religious beliefs using a wide range of religious vocabulary</p>
practices and lifestyles (what people do)	<p>recognise features of religious life and practice.</p> <p>Give examples of these</p>	<p>identify some religious practices, and know that some are characteristic of more than one religion. Explain why these are important to a given religion</p>	<p>describe how some features of religions studied are used or exemplified in festivals and practices. Identify <u>why</u> specific features are used in festivals and practices</p>	<p>show understanding of the ways of belonging to religions and what these involve. Describe the impact that belonging to a religion might have on your life</p>	<p>explain how selected features of religious life and practice make a difference to the lives of individuals and communities. How can you make a difference to individuals & communities lives (based on what you have learnt, studying peoples practices & lifestyles)</p>	<p>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Explain how practices of different faiths impact on individuals/communities (e.g. Diwali/Christmas)</p>
expression and language (how people express themselves)	<p>recognise some religious symbols and words. Link them to where they can be found</p>	<p>suggest meanings in religious symbols, language and stories. Give examples of where they can use such symbols in their own life</p>	<p>make links between religious symbols, language and stories and the beliefs or ideas that underlie them. Articulate why a belief or idea could have an impact on people (e.g. star)</p>	<p>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. To confidently make comparisons using technical terminology for given festivals</p>	<p>explain how some forms of <u>religious expression</u> are used differently by individuals and communities. To show depth of understanding about the different forms of expression within a particular religion (e.g. X from high church catholic)</p>	<p>compare the different ways in which people of faith communities express their faith. Articulate the impact on the communities of the different ways faith is expressed (e.g. Kenya monastery)</p>
identify aspects of own experience (Self)	<p>Identify aspects of own experience and feelings, in (making sense of religious material studied who we are). Give examples of why/how it makes them feel</p>	<p>respond sensitively to the experiences and feelings of others, including those with a faith. Demonstrate understanding as to why/how other people respond to different experiences (e.g. Easter) (be empathetic)</p>	<p>compare aspects of their own experiences and those of others, identifying what influences their lives. How do your own experiences (religion/football) influence your own life</p>	<p>ask questions about the significant experiences of key figures from religions studied. Suggest answers from own and others' experiences, including believers. Suggest answers from own and others experiences including believers</p>	<p>discuss their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Discuss & express the implications of these on their own and other peoples lives</p>	<p>discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Discuss the implications of these on their own and other peoples lives.</p>
Meaning and purpose (making sense of life)	<p>Identify things they find interesting or puzzling, in religious materials studied Talk about <u>why</u> they find it interesting/puzzling</p>	<p>realise that some questions that cause people to wonder are difficult to answer. Think of own 'wonder' questions</p>	<p>compare their own and other people's ideas about questions that are difficult to answer. Consider <u>how</u> difficult questions might be answered</p>	<p>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. Think how answers might be different (according to different beliefs)</p>	<p>make informed responses to questions of meaning and purpose in the light of their learning.</p>	<p>express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Y6 express their views on some fundamental questions: Religion v Science, issues of truth & explanation</p>
Values and commitments (making sense of right and wrong)	<p>Identify what is of concern to themselves, in religious material studied and why</p>	<p>respond sensitively to the values and concerns of others, including those who have a faith, in relation to matters of right and wrong. How could you encourage others to respond sensitively</p>	<p>make links between values and commitments, including religious ones, and their own attitudes or behaviour. Impact on own daily life</p>	<p>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. To be able to articulate why they feel they are right & wrong (conscience ally)</p>	<p>make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>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. Discuss the implications of peoples values & commitments, morality & ethics</p>

2020-2021 INTAKE

						on their own and other peoples lives
CONTENT	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	All work based on the home	All work based on the community	Year A	Year B	Year A	Year B
	<p>Special people- special me Special people to me</p> <p>Birthdays</p> <p>Christianity- Every person is special to God</p> <p>Respect for parents</p> <p>Images of Jesus and Mary Family saints</p> <p>Festivals- Christmas and Easter</p> <p>Judaism</p> <p>Special places-Our homes</p> <p>Christianity-The home as a special place for the family</p> <p>Islam</p> <p>Special words and stories- our special books/stories/poems Stories</p> <p>Christianity-The Bible in the home</p> <p>Lord's prayer. Shared stories about Jesus and saints</p> <p>Prayers before meals Grace.</p> <p>Festivals-Christmas Easter</p> <p>Hinduism</p> <p>Special things in nature</p> <p>Pets/gardens/seasons</p> <p>Christianity- St Francis of Assisi</p> <p>Symbols related to nature</p> <p>Islam</p> <p>Special symbols and objects</p> <p>Objects special to us</p> <p>Christianity - Crosses rosaries</p> <p>ichthus fish images of Christ</p> <p>Festivals -Easter Christmas symbols</p> <p>Sikhism</p> <p>Special ways of living</p> <p>Daily rituals in life</p> <p>Healthy living charity</p> <p>Christianity -being brought up to follow the examples of Jesus parables</p> <p>Giving to charity</p> <p>saying prayers</p> <p>Buddhism</p>	<p>Special people -in the community. Celebrations of special people</p> <p>Christianity -Baptism, weddings, funerals, saints</p> <p>Festivals-</p> <p>Buddhism</p> <p>Special places- Our town/village, place we go on holiday journeys and travel</p> <p>Christianity-The church and other local places</p> <p>Hinduism</p> <p>Special words and stories - School song/prayers</p> <p>Christianity- The Bible Readings from the Bible Prayers/Hymns</p> <p>Festivals-Christmas Easter</p> <p>Judaism</p> <p>Special things in nature</p> <p>Public places such as parks and woods</p> <p>Christianity-Belief in God as creator</p> <p>Stories about creation Hymns and prayers</p> <p>Festivals-Harvest Christmas</p> <p>Judaism</p> <p>Special symbols and objects Symbols special to us</p> <p>Christianity- crosses communion vessels liturgical colours clothes</p> <p>Festivals - Easter Christmas symbols</p> <p>Islam</p> <p>Special ways of living</p> <p>Going to school attending clubs fair trade recycling</p> <p>Christianity -following Jesus' examples</p> <p>Attending church receiving holy Communion confession</p> <p>Sikhism</p>	<p>Islam – The Mosque and prayer</p> <p>Islam - Muhammed and the Qur'an</p> <p>Christianity – The local Anglican Church</p> <p>Christianity-Living as a Christian :The Bible and prayer</p> <p>Judaism – Moses and the Exodus and Pesach</p> <p>Judaism – Journey to the promised land</p>	<p>Hinduism – Hindu Gods and goddesses, their stories and their festivals</p> <p>Hinduism -Worshipping and celebrating in the home: Puja and Diwali</p> <p>Christianity -Jesus' baptism and the beginning of his ministry</p> <p>Christianity -Jesus' teaching and example</p> <p>Buddhism – The Buddha's life story</p> <p>Sikhism -Guru Nanak, Guru Gobind Singh and the Khalsa</p>	<p>Judaism -The Jewish Home</p> <p>Judaism -The synagogue</p> <p>Christianity – Holy week :The last week of Jesus' life</p> <p>Christianity-Christianity in the Local Community and beyond</p> <p>Humanism -A secular view</p> <p>Buddhism- Living as a Buddhist</p>	<p>Christianity - The creation story in Genesis 1</p> <p>Sikhism – Sacred to Sikhs</p> <p>Hinduism – Brahman, the Trimurti and creation stories</p> <p>Hinduism – Death, reincarnation and sacred places</p> <p>Islam – The five Pillars</p> <p>Islam -The Ka'bah and the Hajj</p>

2020-2021 INTAKE