


Progression of Skills – RE

| Skill | EYFS | Year 1 | Year 2 |
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| <p>National Curriculum Aims</p> <p>Religious Education contributes dynamically to children and young people’s education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others’ lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.</p> <p>Curriculum Enhancements</p> <p>Global week (Summer 1), Easter Bonnet Parade, Toton churches visits and in school assemblies</p> | | | |
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| Thinking about religion and belief. | <ul style="list-style-type: none"> listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions; | <ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs | <ul style="list-style-type: none"> retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs |
| Enquiring Investigating and Interpreting | <ul style="list-style-type: none"> use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different traditions and communities; talk about how they and others show feelings; | <ul style="list-style-type: none"> identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression | <ul style="list-style-type: none"> recognise that some questions about life are difficult to answer ask questions about their own and others’ feelings and experiences identify possible meanings for symbols and other forms of religious expression |
| Beliefs and teachings (What people believe) | <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; have a developing awareness of their own needs, views and feelings and be sensitive to those of others; | <ul style="list-style-type: none"> recount outlines of some religious stories | <ul style="list-style-type: none"> retell religious stories and identify some religious beliefs and teachings |
| Practices and lifestyles (what people do) | <ul style="list-style-type: none"> Children talk about similarities and differences between themselves and others, among families, communities and traditions; | <ul style="list-style-type: none"> recognise features of religious life and practice | <ul style="list-style-type: none"> identify some religious practices, and know that some are characteristic of more than one religion |
| Expression and language (how people express themselves) | <ul style="list-style-type: none"> begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter in different cultures and beliefs. | <ul style="list-style-type: none"> recognise some religious symbols and words | <ul style="list-style-type: none"> suggest meanings in religious symbols, language and stories |
| Identity and experience (making sense of who we are) | <ul style="list-style-type: none"> think and talk about issues of right and wrong and why these questions matter; | <ul style="list-style-type: none"> identify aspects of own experience and feelings, in religious material studied | <ul style="list-style-type: none"> respond sensitively to the experiences and feelings of others, including those with a faith |
| Meaning and purpose (making sense of life) | <ul style="list-style-type: none"> talk about things they find interesting or puzzling | <ul style="list-style-type: none"> identify things they find interesting or puzzling, in religious materials studied | <ul style="list-style-type: none"> realise that some questions that cause people to wonder are difficult to answer |
| Values and commitments (making sense of right and wrong) | <ul style="list-style-type: none"> think and talk about issues of right and wrong and why these questions matter; | <ul style="list-style-type: none"> identify what is of value and concern to themselves, in religious material studied | <ul style="list-style-type: none"> respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong |
| Vocabulary | Family, wonder, forgiveness, Celebration, community, believe, belong, festival, Diwali, diva, light, rangoli, Rama, Sita, Hanuman, | worship, moral, symbols, artefacts, attitudes, practices, joy/sorrow, identity, altar, cross, Jesus, font, christening, chalice, advent, nativity, wreath, | Significant, evidence, argument, Judaism - shalom, kippah, torah, rabbi, Tallit, Shabbat, Hannukkah, Menorah, seder plate, dreidel, Passover, synagogue |

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.

R Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

E 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