

Progression of Skills and Knowledge: Religious Education

1. This is the overarching skills that is woven into each unit of work. They are: **Making sense of beliefs**, **Making connections** and **Understanding the impact**.

Each of these skills will be incorporated and built upon during each of the units of RE, not taught in isolation.

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts.
understanding what these beliefs mean within their traditions.
recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation

- identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Making connections

Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

Understanding the impact

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Finally, these 3 religions are broken down into key questions and taught across KS1 and KS2.

2. These skills are then incorporated into learning about 4 key religions (plus humanism).

KS1 and KS2			KS2 Only	
Christianity	Judaism	Islam	Hinduism	Humanism

What do Christians believe God is like?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live?	Who is Jewish and how do they live?	What makes some places sacred to believers?	What does it mean to belong to a faith community?	Who do Christians say made the world?	What is the good news Christians believe Jesus brings?	Why does Easter matter to Christians?	Who is a Muslim and how do they live?	Who is Jewish and how do they live?	How should we care for others and for the world and why does it matter?	What do Christians learn from the Creation story?	What is it like for someone to follow God?	What is the Trinity and why is it important for Christians?	What do Hindu's believe God is like?	What does it mean to be Hindu in Britain today?	How and why do people mark the significant events of life?	What kind of world did Jesus want?	Why do Christians' call the day Jesus died 'Good Friday'?	For Christians, what was the impact of Pentecost?	How do festivals and worship show what matters to Muslims?	How do festivals and family life show what matters to Jewish people?	How and why do people try to make the world a better place?	What does it mean if Christians believe God is Holy and Loving?	Creation and Science: conflicting or complementary?	What does it mean to be Muslim in Britain today?	Why is the Torah important to Jewish people?	Why do some people believe in God and people not?	What matters most to humanists, Christians?	Why do Christians believe that Jesus was the Messiah?	4 How do Christians decide to live? What would Jesus do?	What do Christians believe Jesus did to save people?	For Christians, what kind of King is Jesus?	Why do Hindu's want to be good?	How does faith help when life gets hard?
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Progression of Skills

	Years 1/2	Years 3/4	Years 5/6
Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers	• identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice	• make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice	• make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	• think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make	• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make	• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Progression of Religious knowledge

	Years 1/2	Years 3/4	Years 5/6
Christianity	- What do Christians believe God is like? [God] -Who do Christians say made the world? [Creation] -Why does Christmas matter to Christians? [Incarnation] -What is the 'good news' Christians believe Jesus brings? [Gospel] -Why does Easter matter to Christians? [Salvation]	- What do Christians learn from the creation story? [Creation/Fall] -What is it like for someone to follow God? [People of God] -What is the 'Trinity' and why is it important for Christians? [God/ Incarnation] -What kind of world did Jesus want? [Gospel] -Why do Christians call the day Jesus died 'Good Friday'? [Salvation] -For Christians, what was the impact of Pentecost? [Kingdom of God]	- What does it mean if Christians believe God is holy and loving? [God] -Creation and science: conflicting or complementary? [Creation] -Why do Christians believe Jesus was the Messiah? [Incarnation] -How do Christians decide how to live? 'What would Jesus do?' [Gospel] -What do Christians believe Jesus did to 'save' people? [Salvation] -For Christians, what kind of king is Jesus? [Kingdom of God]
Judaism	- Who is Jewish and how do they live? [God/Torah/ People]	- How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	- Why is the Torah so important to Jewish people? [God/Torah]
Islam	- Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]	- How do festivals and worship show what matters to a Muslim? [Ibadah]	- What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]
Hinduism		- What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	- Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]
Non-religious worldviews			- What matters most to Humanists and Christians?

Vocabulary Development

Year 1/2	Year 3/4	Year 5/6
-Use religious vocabulary when discussing beliefs, stories, festivals and places of worship. -Begin to use key terms associated with different religions accurately. -Use appropriate vocabulary when describing religious practices and traditions.	-Use increasingly precise religious vocabulary when discussing beliefs, sacred texts and religious practices. -Apply subject-specific language when comparing similarities and differences between religions. -Use appropriate terminology when explaining religious concepts and traditions.	-Confidently use technical religious vocabulary when discussing beliefs, worldviews and religious practices. -Apply increasingly sophisticated terminology when exploring theological and philosophical questions. -Use precise subject-specific language when explaining and evaluating religious ideas and perspectives.

Oracy Development

Year 1/2	Year 3/4	Year 5/6
-Talk about religious stories, beliefs and celebrations using appropriate vocabulary. -Share ideas and opinions respectfully. -Ask and answer simple questions about religion and belief.	-Discuss religious beliefs and practices using subject-specific language. -Explain similarities and differences between religions and worldviews. -Participate thoughtfully in discussions and present ideas clearly.	-Express and justify viewpoints using appropriate religious vocabulary. -Discuss religious, ethical and philosophical questions respectfully. -Engage in debate and discussion, considering a range of perspectives and beliefs.

Character Development

Year ½	Year 3/4	Year 5/6
-Show respect for different beliefs, traditions and cultures. -Demonstrate curiosity when learning about religions and worldviews. -Listen carefully to the views and experiences of others.	-Show respect for differing beliefs and viewpoints. -Demonstrate honesty when expressing personal opinions and reflections. -Work collaboratively when exploring religious and ethical questions.	-Show respect for diverse beliefs, traditions and communities. -Demonstrate honesty and thoughtfulness when discussing challenging questions and ideas. -Consider how beliefs and values influence individuals, communities and society. -Reflect on their own values whilst respecting those of others.