

# Loxdale Primary School Skills Progression

## Subject Area: Religious Education



### Key Stage One and Two

**Religious education is a focus within the curriculum for:**

- provoking challenging questions about the ultimate meaning and purpose of life, issues of right and wrong, the nature of reality, beliefs about God and what it means to be human.
- developing pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world-views, which offer answers to such questions.
- enhancing pupils' awareness and understanding of religious beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- offering opportunities for personal reflection and spiritual development by encouraging pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- encouraging pupils to develop their sense of identity and belonging and enabling them to flourish individually within their communities, as citizens in a plural society and global community.
- developing respect and sensitivity to others, in particular those with faiths and beliefs different from their own, to combat prejudice, and promote discernment. Religious education thus has an important role in preparing pupils for adult life, employment and life long learning.

National Curriculum Objectives.

	Learning about religions			Learning from religions		
	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>○ Children can recall religious, spiritual and moral stories.</li> <li>○ Children can recognise and name features of religions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can retell religious, spiritual and moral stories.</li> <li>○ Children can identify how religion is expressed in different ways.</li> <li>○ Children can identify similarities and differences between religions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can make links between beliefs, stories and practices.</li> <li>○ Children can describe the impact of beliefs and practices on individuals, groups and communities.</li> <li>○ Children can describe similarities and differences within and between religions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can comment on connections between questions, beliefs, values and practices in different belief systems.</li> <li>○ Children can describe the impact of beliefs and practices on individuals, communities and groups.</li> <li>○ Children can describe similarities and differences within and between religions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can explain connections between questions, beliefs, values and practices in different belief systems.</li> <li>○ Children can recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</li> <li>○ Children can explain how and why differences in belief are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.</li> <li>○ Children can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>○ Children can explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</li> </ul>

<p><b>Enquiring, investigating and interpreting</b></p>	<ul style="list-style-type: none"> <li>○ Children can identify what they find interesting and puzzling about life.</li> <li>○ Children can recognise symbols and other forms of expression.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can recognise some questions in life are difficult to answer.</li> <li>○ Children can ask questions about their own and other's feelings and experiences.</li> <li>○ Children can identify possible meanings for symbols and other forms of expression.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can investigate and connect features of religions and beliefs.</li> <li>○ Children can ask significant questions about religions and beliefs.</li> <li>○ Children can describe and suggest meanings for symbols and other forms of expression</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can gather, select and organise ideas about religion and belief.</li> <li>○ Children can suggest answers to some questions raised by the study of religions and beliefs.</li> <li>○ Children can suggest meanings for a range of religious expression, using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can suggest lines of enquiry to address questions raised by the study of religions and beliefs.</li> <li>○ Children can suggest answers to questions raised by study of religion and beliefs, using relevant sources and evidence.</li> <li>○ Children can recognise and explain diversity within religious expressions, using appropriate concepts.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>○ Children can interpret religions and beliefs from different perspectives.</li> <li>○ Children can interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>
<p><b>Beliefs and teachings (what people believe)</b></p>	<ul style="list-style-type: none"> <li>○ Children can recount outlines of some religious stories.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can retell some religious stories and identify some religious beliefs and teachings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can describe some religious beliefs and teachings of studied religions and their importance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can describe the key beliefs and teachings of religions studied connecting and comparing them with features of other religions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can explain how some beliefs are shared by different religions and how they make a difference to individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can make comparisons between beliefs, teachings and practices of different faiths, using appropriate vocabulary.</li> </ul>
<p><b>Practices and lifestyles (what people do)</b></p>	<ul style="list-style-type: none"> <li>○ Children can recognise features of religious life and practice.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can identify some religious practices and know some are characteristic of more than one religion.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children describe how features of religions are used or exemplified in festivals and practices.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can show understanding of the ways of people show they belong to a religion and what this involves.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can explain how features of religious life and practice make a difference to individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can explain the significance of practices for different faiths to the lives of individuals and communities.</li> </ul>

<p><b>Expression and language (how people express themselves)</b></p>	<ul style="list-style-type: none"> <li>○ Children can recognise some religious symbols and words.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can suggest meanings in religious symbols, language and stories.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can make links between religious symbols, stories and the beliefs or ideas that underlie them.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can use technical vocabulary to show 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>○ Children can explain how some forms of religious expression are used differently by individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can compare different ways faith communities express their faith.</li> </ul>
<p><b>Identity and experience (making sense of who we are)</b></p>	<ul style="list-style-type: none"> <li>○ Children can identify aspects of their experiences and feelings in religious material studied.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can respond sensitively to the experiences and feelings of others, including those with or without a faith.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can compare aspects of their experiences with those of others, identifying what influences their lives.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can ask questions of the significant experiences of key figures from religions and suggest answers from their own and other's experiences.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can make informed responses to questions of identity and experience in the light of their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can discuss and express their views on some fundamental questions of identity, meaning, purpose and morality relating to different faiths.</li> </ul>
<p><b>Meaning and purpose (making sense of life)</b></p>	<ul style="list-style-type: none"> <li>○ Children can identify things they find interesting or puzzling in religions studied.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can realise that some questions that cause people to wonder, are difficult to answer.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can compare their own and other people's ideas about questions that are difficult to answer.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can ask questions about puzzling aspects of life and experiences and suggest answers, making reference to religions studied.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can make informed responses to questions of meaning and purpose in the light of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can express their views on some fundamental questions of identity, meaning, purpose and morality relating to different faiths.</li> </ul>
<p><b>Values and commitments (making sense of right and wrong)</b></p>	<ul style="list-style-type: none"> <li>○ Children can identify what is of value and concern to themselves.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can respond sensitively to the values and concerns of others, including those of faith, in relation to matters of what is right or wrong.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can make links between values and commitments, including religious ones, and their own attitudes or behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can ask questions about matters of right or wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children can 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>○ Children can make informed responses to people's values and commitments, including religious ones, in the light of their learning. Use different techniques to reflect deeply.</li> </ul>

### Reflection:

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

### Empathy:

- 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:

- 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.