

# Religious Education - Progression of skills

<p>RE Aims:</p> <ul style="list-style-type: none"> <li>• To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally.</li> <li>• To reflect on questions of meaning, purpose and value.</li> <li>• To formulate reasoned opinion and argument</li> <li>• To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways.</li> </ul>					
skills	KS1 (Prior knowledge and understanding)	Year 3	Year 4	Year 5	Year 6
Identify	Pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this.	Pupils learn to identify what is most important to them in terms of people, places, celebrations and beliefs.	Pupils learn to identify what is most important to others in terms of people, places, celebrations and beliefs.	Pupils identify their own responses to some of the big questions that life can throw at us.	Pupils identify other people's responses to some of the big questions that life can throw at us in relation to belief.
Explore	Pupils learn how to find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed.	Pupils learn to ask thoughtful and searching questions about their own views about what is importance to them and why.	Pupils learn to ask thoughtful and searching questions about other people's views about what is importance to others and why.	Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied.	Pupils ask thoughtful and searching questions about their own and other people's responses to some of the ultimate questions raised through the material studied.
Contextualise	<p>Pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class.</p> <p>Pupils learn to see the religious experience in the context of the beliefs and practises of the</p>	<p>Pupils compare their own views with those of others in the class.</p> <p>Pupils relate religious beliefs to the practises, lifestyle's and attitudes of the religions explored learning.</p>	<p>Pupils compare and contrast their own views with those of others in the class.</p> <p>Pupils relate religious beliefs to the practises, lifestyle's and attitudes of the religions explored learning to identify differences and similarities between religions.</p>	<p>Pupils compare their own responses with those of others in the class.</p> <p>Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored.</p>	<p>Pupils compare and contrast their own responses with those of others in the class.</p> <p>Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and</p>

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	religion being explored and the feelings that arise from them for believers				the differences and similarities between religions.
<b>Reflect</b>	<p>Pupils learn to think about their experience and the feelings related and to see how these affect themselves and others.</p> <p>Pupils learn to think about the religious experience and concepts and their significance to the believers and to see how these make a difference to how they live</p> <p>Pupils learn to think about what they can take from their learning about the religions to help them understand their own experience feelings and beliefs</p>	<p>Pupils think about how these different 'values' affect their own lives.</p> <p>Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises.</p> <p>Pupils reflect on what they have learned about what people and communities see as of great importance in life.</p>	<p>Pupils think about how these different 'values' affect their own and other peoples' lives.</p> <p>Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises and how these compare with their own.</p> <p>Pupils reflect on what they have learned about what people and communities see as of great importance in life and how this has an impact on their lifestyle, attitude and beliefs.</p>	<p>Pupils consider why there are different responses to ultimate questions.</p> <p>Pupils consider how the religious beliefs, concepts and lifestyles relate to responses to ultimate questions.</p> <p>Pupils reflect on what they have learned and what these might suggest about common human values.</p>	<p>Pupils consider why there are different responses to ultimate questions and the impact on this on people's lives.</p> <p>Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions.</p> <p>Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience.</p>
<b>Investigate</b>	Pupils learn about related experiences and concepts within the religions explored	Pupils learn how to inquire into what do religions and traditions hold to be most importance.	Pupils learn how to inquire into what do religions and traditions hold to be most importance and how these are expressed personally and, in the community.	Pupils learn how to enquire into the religious and non-religious beliefs, practises and concepts.	Pupils learn how to enquire into the religious and non-religious beliefs, practises and concepts and to explore what they reveal about different responses to ultimate questions
<b>Respond</b>	Pupils learn how to express sensitively and in a variety of ways their own views about the religious experiences and concepts	Pupils explain their responses to the beliefs and practises	Pupils explain their responses to the beliefs and practises giving reasons for their views.	Pupils consider the extent to which the religious beliefs express a reasonable response to the ultimate questions	Pupils consider the extent to which the religious beliefs and concepts express a reasonable

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					response to the ultimate questions
<b>Synthesise</b>	Pupils learn to identify similarities and differences between their own experiences and the religious beliefs practises and concepts they have explored.	Pupils think about what the beliefs show about what is important to human beings.	Pupils think about what the beliefs and practises show about what is important to human beings.	Pupils relate to the religious beliefs and practises that they have explored to their own experience, and consider their own beliefs, values and way of living in the light of these.	Pupils relate to the religious beliefs, concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these.
<b>Apply</b>	Pupils relate the religious experience, beliefs and concepts they have explored to their own lives and think about how their own ideas have developed.	Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views.	Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views, as well as from discussions from others.	Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.	Pupils consider how their understanding of the world (attitudes, lifestyle, belief) may have developed through their exploration of the religions and worldviews and discussions from others.

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