

Bishop Henderson School Religious Education

Skills Progression

Intention Statement

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, exploring different religious beliefs, values and traditions. This will enable them to develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

	Learning about religions (Knowledge and understanding of:)				Learning from religions (Response, evaluation, application and questions of:)		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion and belief	<ul style="list-style-type: none"> • aware that festivals are special times for different people. • able to describe how people celebrate some religious festivals. 	<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. 	<ul style="list-style-type: none"> • make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs. 	<ul style="list-style-type: none"> • comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs. 	<ul style="list-style-type: none"> • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> • use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions,

							beliefs and cultures.
Enquiring, investigating and interpreting		<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 	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts 	<ul style="list-style-type: none"> • identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings (what people believe)	<ul style="list-style-type: none"> • be aware that other children belong to different groups 	<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 	<ul style="list-style-type: none"> • describe some religious beliefs and teachings of religions studied, and their importance 	<ul style="list-style-type: none"> • describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions 	<ul style="list-style-type: none"> • explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> • 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
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> • able to talk about a place, a special story or person belonging to a faith community. 	<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 	<ul style="list-style-type: none"> • describe how some features of religions studied are used or exemplified in 	<ul style="list-style-type: none"> • show understanding of the ways of belonging to 	<ul style="list-style-type: none"> • explain how selected features of religious life and practice make a difference to the 	<ul style="list-style-type: none"> • explain in detail the significance of Christian practices, and those of other faiths studied, to

			more than one religion	festivals and practices	religions and what these involve	lives of individuals and communities	the lives of individuals and communities
Expression and language (how people express themselves)	<ul style="list-style-type: none"> •be aware that other people have places, times, books, objects and people that are special to them. 	<ul style="list-style-type: none"> •recognise some religious symbols and words 	suggest meanings in religious symbols, language and stories	<ul style="list-style-type: none"> •make links between religious symbols, language and stories and the beliefs or ideas that underlie them 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •explain how some forms of religious expression are used differently by individuals and communities 	<ul style="list-style-type: none"> •compare the different ways in which people of faith communities express their faith
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> •show a range of feelings in response to their experiences. •able to talk about the groups they belong to. •respond with increasing sensitivity and responsibility to the world around them 	<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. 	<ul style="list-style-type: none"> •compare aspects of their own experiences and those of others, identifying what influences their lives. 	<ul style="list-style-type: none"> •ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers 	<ul style="list-style-type: none"> •make informed responses to questions of identity and experience in the light of their learning. 	<ul style="list-style-type: none"> •discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> •able to describe some features of a special place or a book or stories. •able to talk about their special places, books, objects and people. •able to talk about their 	<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 	<ul style="list-style-type: none"> •compare their own and other people's ideas about questions that are difficult to answer 	<ul style="list-style-type: none"> •ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied 	<ul style="list-style-type: none"> •make informed responses to questions of meaning and purpose in the light of their learning 	<ul style="list-style-type: none"> •express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths

	own times of celebration.						
Values and commitments (making sense of right and wrong)		<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 	<ul style="list-style-type: none"> • make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<ul style="list-style-type: none"> • ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues 	<ul style="list-style-type: none"> • make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> • 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

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.

Investigation

This includes:

- asking relevant questions;
- knowing how to use a variety of sources in order to gather information;
- knowing what may count as good evidence in understanding religion(s)

Interpretation

This includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

Reflection

This includes:

- the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

Empathy

This includes:

- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

Evaluation

This includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Analysis

This includes:

- distinguishing between opinion, belief and fact;
- recognizing bias, caricature, prejudice and stereotyping;
- distinguishing between the features of different religions.

Synthesis

This includes:

- linking significant features of religion(s) together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

Application

This includes:

- making links between religion and individual, community, national and international life;
- identifying key religious values and their links with secular values.

Expression

This includes:

- the ability to articulate ideas, beliefs and values;
- the ability to respond to religious ideas, beliefs and questions through a variety of media

Self-understanding

This includes:

- the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

