

RELIGIOUS EDUCATION PROGRESSION OF SKILLS



	Year 1 Christianity / Islam	Year 2 Christianity / Islam	Year 3 Christianity / Islam / Hinduism	Year 4 Christianity / Islam / Hinduism	Year 5 Christianity / Islam / Hinduism	Year 6 Christianity / Islam / Hinduism
<p><u>Believing:</u></p> <p>Making sense of the text. 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.</p>	<p>Identify core beliefs and concepts and give a simple description of what they mean.</p> <p>Re-tell stories and parables from texts such as the Bible or the Qur'an.</p>	<p>Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New testament and beliefs about forgiveness).</p> <p>Explain how faiths and beliefs are shown in the actions of important religious leaders.</p>	<p>Identify connections between beliefs/concepts within a religion with reference to authoritative text/stories e.g. salvation and incarnation, tawhid and creation, dharma and moksha.</p> <p>Describe key figures as they are depicted in sacred texts such as the Bible, Qur'an, or Hindu texts.</p> <p>Identify visual symbols that can be seen in a church, mandir or mosque and explain their purpose.</p>	<p>Understand different religious practices relating to worship.</p> <p>Make connections between beliefs and the decisions an individual makes about how to live their life.</p>	<p>Explain what sacred texts teach people about how to treat others and how this is expressed in practice.</p> <p>Understand how religions express ideas and beliefs through the arts and why some religions (e.g. Islam) may not use pictorial representation to express belief.</p>	<p>Recognise that different people within religious/non-religious worldviews might read and interpret sources of authority (e.g. texts) differently.</p>

<p>Living:</p> <p>Understanding the Impact.</p> <p>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.</p>	<p>Identify how Christians express their beliefs and name which celebrations are important to Christians.</p> <p>Identify how Muslims express their beliefs and name which celebrations are important to Muslims.</p> <p>Describe how at least one religious festival is celebrated in the UK / around the world.</p> <p>Name common places of worship for Christianity, Islam and Judaism.</p> <p>Identify common objects that may be found in places of worship and explain their significance.</p>	<p>Explain how Muslims and Christians celebrate birth.</p> <p>Explain what it means and why it matters to belong to a religious group.</p>	<p>Explore guidelines and laws in various world religions and non-religious worldviews.</p> <p>Discuss what it means to live a 'good life'.</p> <p>Ask and answer questions about how the big ideas in the sacred texts make a difference to how people live their lives.</p>	<p>Explain the importance of community within the religious / non-religious tradition studied.</p> <p>Explain connections between religious beliefs and worship as a community.</p> <p>Name different pilgrimages for different religions and describe the practices involved.</p>	<p>Understand the ways in which beliefs impact on action: expectations of behaviour and ways people act (including examples of contemporary individuals).</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p>	<p>Identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. festivals, rites of passage, communal worship etc).</p> <p>Explain in detail different rites of passage within different religions (e.g. Bar Mitzvah in Judaism, Amrit in Sikhism).</p> <p>Explain why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.</p> <p>Explain the impact society/culture/geography have on religious practices.</p> <p>Show understanding that an individual can be affected by both religious and non-religious views e.g. Islam and British Values.</p>
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<p>Thinking:</p> <p>Making Connections. Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied and allowing the ideas studied to challenge pupils' thinking; discerning possible connections these and the pupils' own lives and ways of understanding the world.</p>	<p>Talk and ask questions about religious stories from core texts.</p> <p>Give reasons for their own point of view and opinion about religion.</p>	<p>Be able to make connections between using their senses and what they know about the world around them.</p> <p>Use reasons to support personal opinions about religions/beliefs.</p>	<p>Ask and answer questions about whether 'good' means the same thing to everybody.</p>	<p>Discuss questions around the environmental impact of pilgrimage.</p> <p>Identify similarities and differences between pilgrimages of different faiths and suggest why these exist.</p>	<p>Show a clear process of reasoning for the views they and others have.</p> <p>Identify different sources of evidence people use to justify their process of reasoning.</p> <p>Analyse different ways in which people think about the world and make connections between this and their beliefs.</p>	<p>Discuss whether religious claims are true or not, and explore whether it matters regarding the impact religions have on people's lives.</p> <p>Weigh up strengths and weaknesses of different types of evidence from different faiths.</p> <p>Explain the distinctions between 'faith', 'belief', 'faith', 'opinion', 'truth' and 'knowledge' when engaging in conversation about religions and beliefs.</p>
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