



Religious Education

Draft Skills Progression– June’19

‘Skill Themes’ developed from **RE Council of England and Wales**

	Skill Theme 1 Know about & understand	Skill Theme 2 Express & communicate	Skill Theme 3 Gain & deploy skills
End of Key Stage 1 (Year 2)	1.1 Recall and name some different beliefs and practices, including festivals, worship, rituals and ways of life 1.2 Retell and suggest meanings to some religious and moral stories 1.3 Recognise some different religious symbols and actions	2.1 Ask and respond to questions about what individuals and communities do 2.2 Observe and recount different ways of expressing identity and belonging 2.3 Notice and respond sensitively to some similarities between different religions and worldview	3.1 Explore simple questions about belonging and meaning so that they can begin to express their own ideas and opinions 3.2 Find out about and respond with ideas to examples of co-operation between people who are different. 3.3 Find out about questions of right and wrong and begin to express their ideas and opinions in response
End of Lower Key Stage 2 (Year 4)	1.4 Make connections between different features of the religions studied 1.5 Discover more about celebrations, worship, pilgrimages and the rituals 1.6 Recognise some links between stories from different faiths	2.4 Know about varied examples of religions and worldviews so that they can explain some of their meanings and significance. 2.5 Explore and show understanding of similarities and differences within and between different religions and worldviews.	3.4 Develop empathy for other religions and diverse ideas 3.5 Begin to consider their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
When we leave the school. Year 6	1.7 Make own connections between different features of the religions and worldviews 1.8 Discovering more about worship and rituals which mark important points in life, in order to reflect on their significance. 1.9 Describe links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources 1.10 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	2.6 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 2.7 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. 2.8 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	3.6 Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. 3.7 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect 3.8 Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Key subject specific vocabulary (Tier 3 vocab) to be embedded and revisited during the study of RE at Little Melton: religion, monotheism, polytheism, atheist, deity, sacred, text, creation, guru, bible, Torah, gospel, Koran/Quran, Vedas, Dhamma, church, synagogue, mosque, temple, pilgrimage, reincarnation, covenant, meditation, resurrection

We believe these skills are important for life because:

- We want children to know about the key central ideas of the major world religions, so that they grow up to be informed, empathetic and tolerant citizens in a diverse world
- We want children to be able to see the similarities between different religions and communities, and have a vocabulary and knowledge with which to express and reference their own views upon philosophical and spiritual questions