



St Barnabas  
C of E Primary School

## Skills Progression

Subject area: Religious Education

## Subject Intent:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

### EYFS Development Matters

#### Characteristics of effective teaching and learning

**Playing and exploring** – children investigate and experience things, and ‘have a go’

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

#### Early Learning Goals: People, culture and communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Generic Skills	EYFS (drawn from both Development Matters & the Early Learning Goals)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Investigating</b>  Asking relevant questions  Knowing how to use different types of sources as ways of gathering information  Knowing what may constitute evidence for understanding religion(s)	* I can answer “who”, “how” and “why” questions about my experiences in response to stories, experiences or events from different sources  * I explore, observe and find out about places and objects that matter in different cultures and beliefs.  I begin to know about my own culture and beliefs and those of other people.	* I can explore some celebrations, worships or rituals.  * I can explore why it is important for some people to belong to a religion.  * I can think, talk and ask questions about whether I can learn anything from Bible stories for myself, exploring different ideas.	* I can ask some questions about believing in God and offer some ideas of my own  * I can investigate different religious leaders and the impact they have.  * I can ask and suggest answers to questions arising from stories across more than one faith  * I can think, talk about and ask questions about Muslim beliefs	* I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today  * I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own life	* I can ask questions and suggest some of my own responses to ideas about God.  * I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died “Good Friday”, giving good reasons for my suggestions.	* I can investigate the significance of religion in the local community.	* I can investigate the significance of religion globally.  * I can raise important questions and suggest answers about how and why people should be good

			and ways of living.	* I can use texts and the internet to find out about at least two teachings from religions about how to live a good life			
<p><b>Reflecting</b></p> <p>Reflecting on religious beliefs and practices and ultimate questions</p> <p>Reflecting upon feelings, relationships, and experiences</p> <p>Thinking and speaking carefully about religious and spiritual topics</p>	<p>* I have a developing respect for my own culture and beliefs, and those of other people</p> <p>* I can use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>* I can respond to significant experiences showing a range of feelings where appropriate.</p>	<p>* I can share my own beliefs, ideas and values and talk about my feelings.</p> <p>* I can talk about what I think is good about being in a community, for people in faith communities and for myself.</p> <p>* I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for my ideas.</p> <p>*</p>	<p>* I can, with support, explore a range of celebrations, worships and rituals and note similarities where appropriate.</p> <p>* I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving good reasons for my ideas.</p>	<p>* I can explore a range of celebrations, worships and rituals and note similarities where appropriate.</p>	<p>* I can reflect on what it means to belong to a certain faith (Hinduism/Christianity))</p>	<p>* I can reflect on what it means to belong to a certain faith (Christianity/Islam/Judaism).</p> <p>* I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for my views.</p>	<p>* I can reflect on what it means to belong to a certain faith and discuss own and others' responses.</p> <p>* I can reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</p>

			* I can talk about what makes some places special to people, and what the difference is between religious and on-religious special places.				
<p><b>Expressing</b></p> <p>Explaining concepts, rituals and practices</p> <p>Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media</p>	<p>* I can use my imagination in art, music, dance, imaginative play, role play and stories to represent my own ideas, thoughts and feelings</p> <p>* I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</p> <p>* I can respond in a variety of ways to what I see, hear, smell, touch and taste.</p>	<p>* I can discuss how my beliefs affect my behaviour.</p> <p>* I can use creative ways to express my own ideas about the creation story.</p>		<p>* I know different religious leaders and the impact they have</p>		<p>* I can identify and describe the similarities and differences between religions.</p>	<p>* I can describe the variety of practices and ways of life in religions and understand how these are closely connected with beliefs and teaching.</p>
<p><b>Interpreting</b></p>	<p>* I can develop my own narratives in relation to stories I hear from different communities</p>	<p>* I know some religious symbols and can discuss why they are important.</p>	<p>* I can explore religious stories</p>	<p>* I can explore religious stories and</p>	<p>* I can use specialist vocabulary when communicating their knowledge.</p>	<p>* I can use specialist vocabulary when communicating their knowledge.</p>	<p>* I can use specialist vocabulary when communicating</p>

<p>Drawing meaning from, for example artefacts, works of art, poetry and symbols</p> <p>Interpreting religious language</p> <p>Suggesting meanings of religious texts.</p>			<p>and understand their meanings.</p> <p>* I can identify and suggest meanings for religious symbols and begin to use a range of religious words.</p>	<p>understand their meanings.</p> <p>* I can identify and suggest meanings for religious symbols and begin to use a range of religious words.</p>	<p>* I can describe the key aspects of religions, especially the people, stories and traditions and how these influence the beliefs and values of others.</p>		<p>my knowledge and understanding.</p> <p>* I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p>
<p><b>Empathising:</b></p> <p>Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</p> <p>Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</p> <p>Seeing the world through the eyes of others, and to see issues from their point of view,</p>	<p>* I can talk about how I and others show feelings</p> <p>* I can talk about my own and others' behaviour and its consequences, and know that some behaviour is unacceptable</p> <p>* I can show sensitivity to others' needs and feelings, and form positive relationships.</p>	<p>* I can show an awareness that some people belong to a different religion</p> <p>* I can respond sensitively to differences.</p>	<p>* I can identify the importance of belonging to a religion for some people and the impact it has on their lives.</p>	<p>* I can identify the importance of belonging to a religion for some people and the impact it has on their lives.</p>	<p>* I can discuss my own and others' religious views.</p>	<p>I can articulate my own response to the issues studied, recognising different points of view.</p> <p>* I can articulate my own responses to the idea of the importance of love and service in the world today.</p>	<p>* I can articulate my own responses to the idea of sacrifice, recognising different points of view.</p> <p>* I can express my own values while respecting the values of others.</p>

<p>Deepening understanding of beliefs and practices.</p>							
<p><b>Applying</b></p> <p>Using RE learning in new situations</p> <p>Making the association between religions and individual community, national and international life</p> <p>Identifying key religious values and their connections with secular values</p>		<p>* I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>* I can begin to identify how values affect a community and individuals.</p> <p>* I can appreciate that I have my own choices to make and begin to understand the concept of morals.</p>	<p>* I can suggest ideas about good ways to treat others arising from my own learning</p> <p>* I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians</p> <p>* I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <p>* I can raise questions and suggest answers about whether it is good for Jews</p>	<p>* I can identify and describe the similarities and differences between religions.</p> <p>* I can investigate the significance of religion in the local community.</p> <p>* I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p>	<p>* I can describe the key aspects of religions, especially the people, stories and traditions and how these influence the beliefs and values of others.</p>	<p>* I can consider how religions respond to different global issues of human rights, social justice, etc.</p> <p>* I can identify and describe the similarities and differences within and between religions.</p>

				and everyone else to remember the past and look forward to the future.			
<b>Synthesising</b>							
<p>Linking significant features of religion together in a coherent pattern</p> <p>Connecting different aspects of life into a meaningful whole</p> <p>Making links between religion and human experience, including the pupil's own experience.</p>		<p>* I can respond to examples of cooperation between different people</p> <p>* I can give a reason for the ideas I have and the connections I make between Jewish/Christian Creation story and the world I live in.</p>	<p>* I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too.</p> <p>* I can decide what I personally have to be thankful for, giving a reason for my ideas.</p>	<p>* I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for my answers.</p> <p>* I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including my own life, and giving good reasons for my ideas.</p> <p>* I can make links between some commands for living from religious traditions, non-</p>	<p>* I can make links between the story of Noah and how we live in school and the wider world</p> <p>* I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.</p> <p>* I can make links between the Hindu idea of everyone having a "spark" of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p> <p>* I can make links to responsibility and citizenship and choices I make affecting my life</p>	<p>* I can discuss my own and others' religious views.</p> <p>* I can relate the Christian "kingdom of God" model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</p> <p>* I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/Worcestershire</p>	<p>* I can engage in discussion and enquiry about religious beliefs, giving reasons for my own and others' religious views.</p> <p>* I can make connections between belief and behaviour in my own life, in the light of my learning.</p>

				religious worldviews and my own ideas.			
<p><b>Evaluating</b></p> <p>Debating issues of religious significance with reference to experience, evidence and argument</p> <p>Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> <p>Drawing conclusions which are balanced, and related to evidence, dialogue and experience</p>				<p>I can express my own ideas about the best ways to make the world a better place,</p>	<p>* I can discuss my own and others' ideas about why humans do bad things and how people try to put things right</p> <p>* I can discuss my own ideas about how people decide right and wrong</p> <p>* I can develop my appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>* I can begin to understand the concept of shared values and how a community can use shared values.</p> <p>* I can make informed choices and understand the consequences of choices</p> <p>I can debate whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas.</p> <p>* I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>I can give good reasons why I think ceremonies of commitment are or are not valuable today.</p>	<p>* I can discuss my own ideas about the importance of values to live by, comparing them to religious ideas.</p> <p>* I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including my own life.</p> <p>* I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.</p> <p>* I can consider and, weigh up the value of e.g. submission, obedience, generosity self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p>	<p>* I can express my own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</p> <p>I can begin to strengthen my capacity for moral judgements. I can show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences</p> <p>* I can offer a reasoned response to unit questions, with evidence and example, expressing insights of my own.</p> <p>* I can make connections between the values studied and my own life, and my importance in</p>

							<p>the world today, giving good reasons for my views.</p> <p>I can weigh up how far Jesus as the “Messiah”- a saviour from God-is important in the world today and if it is true, what difference that might make in people’s lives, giving good reasons for the answers.</p> <p>* I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for my views.</p> <p>* I can weigh up the value and impact of ideas in sacrifice in my own life and the world today.</p> <p>* I can consider and weigh up different views on theism, agnosticism and atheism, expressing</p>
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							<p>insights of my own in why people believe in God.</p> <p>* I can weigh up the value and impact of ideas and articulate my own responses to the ideas of sacrifice in my own life and the world today.</p>
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