St Swithun's Church of England VC Primary School
Curriculum Progression Grid

RE Skill Progression		
Date	**Review date**	**Subject Leader**
April 2021	April 2022	Faye Wilkinson-Smith

This document aims to give guidance on the progression of RE skills and knowledge across the year groups. It can also be used to support planning and adapt learning. As children progress across the school it is expected that they can demonstrate a wider range of independent skills and knowledge across the curriculum.

In RE, like all other subjects, we recognise the importance of other methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.
In RE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the RE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their RE experiences in school.

Teaching Sequence in RE	Making sense of beliefs, Understanding the impact & Making connections – these core elements underpin the aims of RE and RE lessons
	Introduce the 'Big Question' for the unit of work
	Gain knowledge to be able to answer the enquiry question – learning about the religion through a range of different planned activities, possibly using visits to places of worship or visitors in class
	Complete a planned task, activity or piece of work which responds to the 'Big Question' at the start of the unit
	Self-assessment

Strand	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Sense of beliefs **Understanding the impact** **Making connections**	• Begin to make sense of their own life story & family history • Talk about what they have experienced or seen in photos • Develop positive attitudes about the differences between people • Know some of the things that make	**Why is the word 'God' special to Christians?** say how and when Christians may like to thank their Creator talk about things they find interesting, puzzling or wonderful and also about their own experiences and	**What do Christians believe God is like?** identify what a parable is tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father	**Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?** identify at least three people from religions who are admired as good followers of God describe stories that are told by and about special	**Where, how and why do people worship?** identify and describe how key actions, features and artefacts help people worship in different religions explain the meanings of examples of texts that believers use in worship	**How is faith expressed in Hindu communities and traditions?** identify the terms '*dharma*', 'Sanatan Dharma' and 'Hinduism' and say what they mean make links between Hindu practices and the idea that Hinduism is a whole	**What does it mean if Christians believe God is holy and loving?** identify some different types of biblical texts, using technical terms accurately explain connections between biblical texts and Christian ideas of God, using theological terms	**What helps Hindu people as they try to be good?** identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara* and *moksha*, using technical terms accurately give meanings for the story of the man in the well and explain how it

St Swithun's Church of England VC Primary School

Curriculum Progression Grid

	them unique, & can talk about some of the similarities & differences in relations to friends & family • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs & routines	feelings about the world think about the wonders of the natural world, expressing ideas and feelings talk about what people do to mess up the world and what they do to look after it re-tell stories, talking about what they say about the world, God, human beings **Why is Christmas special for Christians?** talk about people who are special to them say what makes their family and friends special to them recall simply what happens at a traditional Christian festival (Christmas) begin to recognise the word 'incarnation' as	give clear, simple accounts of what the story means to Christians give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God) think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas give a reason for the ideas they have and the	people in two religions identify a belief about a religious leader understand why some people inspire others identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to … by …' think, talk and ask good questions about leadership and inspiration notice and find out about the different ways leaders are admired in different religions talk about links between the work and the question: who inspires me? **How and why do we celebrate significant times? What makes some**	consider questions about the belief that worship can bring peace, comfort or challenge make simple connections between sacred texts and the ways believers worship today describe how people show devotion in different religions raise questions about why believers value worship express their own ideas about the meaning and value of worship give good reasons for their views about worship and prayer **Why do some people think life is like a journey? How and why do people mark the significant events of life?** identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean	'way of life' (*dharma*) describe how Hindus show their faith within their families in Britain today (e.g. home *puja*) describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the mandir; in festivals such as Diwali) identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas	make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed show how Christians put their beliefs into practice in worship weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own **Creation and science: conflicting or complementary?** identify what type of text some Christians say Genesis 1 is, and its purpose taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations	relates to Hindu beliefs about *samsara*, *moksha* and *dharma* make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc. give evidence and examples to show how Hindus put their beliefs into practice in different ways make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view

St Swithun's Church of England VC Primary School

Curriculum Progression Grid

		describing the belief that God came to Earth as Jesus re-tell religious stories, making connections with personal experiences **Why is Easter special for Christians?** recognise and re-tell stories connected with celebration of Easter say why Easter is a special time for Christians talk about ideas of new life in nature recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature talk about some ways Christians remember these stories at Easter	connections they make **Why does Christmas matter to Christians? How and why do we celebrate special times?** recognise that stories of Jesus' life come from the Gospels give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas think, talk and ask questions about Christmas for people who are Christians and for people who are not decide what they personally have to be thankful for, giving a reason for their ideas	**celebrations sacred to believers?** recognise a special time pupils celebrate and explain simply what celebration means identify and name at least three different religious festivals, giving two facts about each one identify a belief that connects to a festival, e.g. 'they do it because they believe …' give simple examples of the ways a festival makes a difference, e.g. to emotions, to families talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness	offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism) raise questions and suggest answers about whether it is good for everyone to see life as a	**How is faith expressed in Sikh communities and traditions?** identify and describe key Sikh beliefs and values including Waheguru and *Sewa* explain examples of texts such as the Mool Mantar consider questions about the belief that all humans are equal to God make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' describe how people show their Sikh identity in dress, behaviour and values raise questions about what it means to live a good life and examine Sikh answers make links between their own ideas and values and those held dear in Sikh communities give good reasons for their views	make clear connections between Genesis 1 and Christian belief about God as Creator show understanding of why many Christians find science and faith go together identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views **Values: what matters most to Humanists and Christians?** identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) make links with sources of authority that tell people how	**How is faith expressed in Islam?** identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. *tawhid*; Prophet Muhammad* as the Messenger, the Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow the example of Muhammad) make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art) give evidence and examples to show how Muslims put their beliefs into practice in different ways make connections between Muslim beliefs studied and Muslim ways of living in

St Swithun's Church of England VC Primary School

Curriculum Progression Grid

		Being special: where do we belong? re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication recall simply what happens when a baby is welcomed into a religion other than Christianity **Which places are specially valued and why?** talk about somewhere that is special to themselves, saying why	**Why does Easter matter to Christians?** recognise that incarnation and salvation are part of a 'big story' of the Bible tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) recognise that Jesus gives instructions about how to behave give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 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	think, talk and ask good questions about big days in different religions talk about links between how people celebrate today and old stories notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts **What is the 'good news' Christians believe Jesus brings?** tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians recognise that Jesus instructs people about how to behave give at least two examples of ways in which Christians follow the teachings	journey, and to mark the milestones make links between ideas of love, commitment and promises in religious and non-religious ceremonies give good reasons why they think ceremonies of commitment are or are not valuable today **What is the 'Trinity' and why is it important for Christians?** recognise what a 'Gospel' is and give an example of the kinds of stories it contains offer suggestions about what texts about baptism and the Trinity mean give examples of what these texts mean to some Christians today describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for	about the importance of values such as equality, community, tradition and respect **How do festivals and worship show what matters to Muslims?** identify some beliefs about God in Islam, expressed in *Sura* 1 of the Qur'an make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshipping; how Muslims submit to God) give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a	to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer) make clear connections between Christian and Humanist ideas about being good and how people live suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view raise important questions and suggest answers about how and why people should be good make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views **How and why do some people inspire others? Examples from religions**	Britain/Bedfordshire today 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 reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views **Justice and poverty: why does faith make a difference?** explain beliefs and teachings about justice from Christian and Muslim texts compare their ideas about justice and fairness with those studied in Islam and Christianity make clear connections between belief about justice from sacred texts and the actions of a modern

St Swithun's Church of England VC Primary School

Curriculum Progression Grid

		recognise that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God get to know and use appropriate words to talk about their thoughts and feelings when visiting a church express a personal response to the natural world **Which stories are specially valued and why?** talk about some religious stories recognise some religious words, e.g. about God	sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas **Who is a Muslim? What do they believe and how do they live?** recognise the words of the *Shahadah* and that it is very important for Muslims identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean give examples of how stories about the Prophet Muhammad show what Muslims believe about him give examples of how Muslims use the *Shahadah* to show what matters to them give examples of how Muslims use stories about the	studied about forgiveness and peace and bringing good news to the friendless give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas **How do we show we care for others? Why does it matter?** identify a story or text that says something about each person being unique and valuable give an example of a key belief some people find in one of these stories (e.g. that God loves all people)	example) and in the way they live make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like **What kind of world did Jesus want?** identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways	family and as a community, at home and in the mosque) 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 Muslim 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 their ideas **For Christians, what was the impact of Pentecost?** make clear links between the story of Pentecost and Christian beliefs	explain beliefs about how inspirational people can bring believers closer to God describe examples of texts or quotes which explain what an ideal way of life might be compare about different inspiring leaders from different religions make clear connections between belief about living a good life and the leaders they study give examples of the impact of faith on life explain differences between leaders from different religions raise questions about the concept of 'inspirational people', suggesting good answers explain the importance of role models from different religions express their own response to the inspiring lives they have studied	religiously based charity describe clearly examples of the impact of charitable work in the world today explain some differences between the two charities raise questions about charity, justice and the impact of religion and beliefs, suggesting answers explain the importance of the idea that God loves justice and is just to Muslims and Christians express their own ideas about justice **What will make our community a more respectful place?** explain beliefs about the value of religious and cultural diversity in their local town/community describe examples of texts which explain why honouring all humans is

St Swithun's Church of England VC Primary School

Curriculum Progression Grid

		identify some of their own feelings in the stories they hear identify a sacred text e.g. the Bible or the Torah talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)	Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using *subhah* beads) think, talk about and ask questions about Muslim beliefs and ways of living talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too **Who is Jewish? What do they believe and how do they live?**	give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories give examples of how religious teaching encourages care for other people think, talk and ask questions about what difference believing in God makes to how people treat each other give good reasons why everyone (religious and non-religious) should care for others **How do we care for Earth? Why does it matter?** identify a story or text that says something about the beautiful Earth give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) give a clear, simple account of what	make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas **Why do Christians call the day Jesus died 'Good Friday'?** recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live offer informed suggestions about what the events of Holy Week mean to Christians give examples of what Christians say about the importance of the events of Holy Week make simple links between the Gospel accounts and how Christians mark the Easter events in their communities describe how Christians show their beliefs about Jesus in worship in different ways	about the 'kingdom of God' on Earth offer informed suggestions about what the events of Pentecost in Acts 2 might mean give examples of what Pentecost means to some Christians now make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now describe how Christians show their beliefs about the Holy Spirit in worship make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas **What are the deeper meanings of the festivals?** identify and describe how	**How do Christians decide how to live? 'What would Jesus do?'** identify features of Gospel texts (for example, teachings, parable, narrative) taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives articulate their own responses to the issues studied,	important in, for example, both Christianity and Islam compare their ideas about respect for all with those studied make clear connections between belief in the 'Golden Rule' and the needs of a mixed community give examples of the impact of interfaith work in their community raise questions about how we can be a more tolerant and respectful community, suggesting answers explain the importance of tolerance, respect and liberty for all in making a community that is harmonious give good reasons for their views about harmony in our communities **Why do some people believe in God and some people not?** define the terms 'theist', 'atheist' and

St Swithun's Church of England VC Primary School

Curriculum Progression Grid

			recognise the words of the Shema as a Jewish prayer retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach) make links between Jewish ideas of God found in the stories of the Torah and how people live give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat) ask some questions about what Jewish people celebrate and why	Genesis 1 tells Christians and Jews about the natural world give an example of how people can show that they care for the Earth, making a link to a creation story give examples of how Christians and Jews can show care for the Earth say why Christians and Jews might look after the natural world think, talk and ask questions about what difference believing in God makes to how people treat the natural world give good reasons why everyone (religious and non-religious) should look after the natural world **What can we learn from sacred books and stories?** identify a belief about God linked to what a holy book says recognise that sacred texts contain stories which are	raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions **How do festivals and family life show what matters to Jewish people?** identify some Jewish beliefs about God, sin and forgiveness and describe what they mean make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people offer informed suggestions about the meaning of the Exodus story for Jews today make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)	festivals from at least three religions are celebrated, using the right words explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show consider questions about the belief that God is at work in human life, and stories which show this should be celebrated make simple connections between sacred texts and the practice of religious festivals today describe how people show devotion to God and commitment to key values in their festivals identify similarities, differences and generalities in relation to the festivals they study raise questions about what is worth celebrating and why, suggesting	recognising different points of view **What do Christians believe Jesus did to 'save' people?** outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it explain what Christians mean when they say that Jesus' death was a sacrifice make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper show how Christians put their beliefs into practice in different ways weigh up the value and impact of ideas of sacrifice in their own lives and the world today articulate their own responses to the idea of sacrifice, recognising	'agnostic' and give examples of statements that reflect these beliefs identify and explain what religious and non-religious people believe about God, saying where they get their ideas from give examples of reasons why people do or do not believe in God make clear connections between what people believe about God and the impact of this belief on how they live give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging consider and weigh up different views

St Swithun's Church of England VC Primary School
Curriculum Progression Grid

			talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people give a good reason for their ideas about whether any of these things are good for them too **What makes some places significant?** **What makes some places sacred to believers?** recognise that there are special places where people go to worship, and talk about what people do there identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship give examples of stories, objects,	special to many people and should be treated with respect identify at least three symbols of respect used by members of a religion when they use their holy book recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say give simple examples of 'hidden messages' in faith stories, or wise sayings talk about what they like in the stories from sacred texts that they hear think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people suggest feelings and reactions of characters at key points in faith stories, and suggest	describe how Jews show their beliefs through worship in festivals, both at home and in wider communities raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas	answers of their own with reasons make links between different religions, which all celebrate the triumph of goodness over evil **How and why do people try to make the world a better place?** identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) make links between religious beliefs and teachings and why people try to live and make the world a better place make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *Tikkun Olam* and the charity Tzedek) describe some examples of how people try to live (e.g. individuals and organisations) identify some differences in how	different points of view	on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not make connections between belief and behaviour in their own lives, in the light of their learning **How does faith enable resilience?** describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences make clear connections between what people believe about God and how they respond to challenges in life

St Swithun's Church of England VC Primary School
Curriculum Progression Grid

			symbols and actions used in churches, mosques and/or synagogues which show what people believe give simple examples of how people worship at a church, mosque or synagogue talk about why some people like to belong to a sacred building or a community think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas talk about what makes some places special to people, and what the difference is between religious and non-religious special places	meanings in the stories ask and suggest answers to questions arising from their learning about holy books		people put their beliefs into action raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views		(e.g. suffering, bereavement) give examples of ways in which beliefs about resurrection/judgement/ heaven/*karma*/reincarnation make a difference to how someone lives interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own
Key Vocabulary	**Christianity**	**Christianity**	**Christianity** **Islam** **Judaism**	**Christianity** **Islam** **Judaism**	**Christianity** **Islam** **Judaism**	**Christianity** **Islam** **Judaism**	**Christianity** **Islam** **Judaism**	**Christianity** **Islam** **Judaism**

St Swithun's Church of England VC Primary School

Curriculum Progression Grid

						Sikhism		
RE in the wider curriculum								

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.

Reflection – this includes: • Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices
Empathy – this includes: • Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow • Seeing the world through the eyes of others, and seeing issues from their point of view
Investigation – this includes: • Asking relevant questions • Knowing how to gather information from a variety of sources • Knowing what may constitute evidence for justifying beliefs in religion
Interpretation – this includes: • Drawing meaning from artefacts, works of art, music, poetry and symbolism • Interpreting religious language • Suggesting meanings of religious texts
Evaluation – this includes: • Debating issues of religious significance with reference to evidence and argument Analysis – this includes: • Distinguishing between opinion and fact • Distinguishing between the features of different religions
Synthesis – this includes: • Linking significant features of religion together in a coherent pattern • Connecting different aspects of life into a meaningful whole
Application – this includes: • Making the association between religion and individual, community, national and international life
Expression – this includes: • Explaining concepts, rituals and practices • Expressing religious views, and responding to religious questions through a variety of media