



Madley Primary school

Skills Progression Map for Religious Education.



Teaching and Learning approach	End of KS1 Children can....	End of lower KS2 Children can...	End of upper ks2 Children can...
Making sense of beliefs - Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary. - Explain how and why these beliefs are understood in different way, by individuals and within communities. - Recognise how and why sources of authority (e.g. text, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.	Begin to recall and name core beliefs and concepts and give simple descriptions of what they mean. Recall and name different festivals associated with religions Recognise different religious symbols, their relevance for individuals and how they feature in festivals. Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers.	Identify and describe the core beliefs and teachings of the religions studied. making some comparisons between religions. (e.g. begin to compare the main festivals of world religions) Children expand on their knowledge of world religions from KS1. Make clear links between religious texts/sources of authority and the core beliefs studied. (Refer to religious figures and holy book) Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.	Identify and explain the core beliefs and concepts studied, using examples from religious texts and sources of authority in religions. Describe examples of ways in which people use religious texts and sources of authority to make sense of core beliefs and concepts. Explain how beliefs and teachings can make contributions to the lives of individuals and communities. (explain how religious beliefs can shape the lives of individuals and contribute to society) Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Give meanings for text/sources of authority studied, comparing these ideas with some ways in which believers interpret the these texts/sources of authority

Understanding the impact • Examine and explain how and why people express their beliefs in diverse ways. • Recognise and account for ways in which people put their beliefs in action in diverse ways, in their everyday lives, within their communities and in the wider world. • Appreciate and appraise the significance of different ways of life and ways of expressing meaning.	Recognise, name and describe religious artefacts, places and practices; Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; Observe when practices and rituals are featured in more than one religion or lifestyle. Name religious symbols and the meaning of them; Learn the name of important religious stories; Retell religious stories and suggest meanings in the story. Give examples of how people use stories, texts and teachings to guide their own beliefs and actions. Give example of ways in which believers put their beliefs into practice.	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in ways they live. Identify some differences in how people put their beliefs into practice. Look at the concepts of belonging, identity and meaning. Understand what belonging to a religion might look like, through practices and rituals, and what it might involve Begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. Identify religious artefacts and how they are involved in daily practices and rituals. Describe religious buildings and how they are used. Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. Explore the expression of beliefs through books, scriptures, art and other important means of communication. Begin to identify religious symbolism in different forms of art and communication.	Make clear connections between what people believe and how they live, individually and in communities. Use evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures. Explain practices and lifestyles associated with belonging to a faith; Explain practices and lifestyles associated with belonging to a non-religious community; Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles. Show an understanding of the role of a spiritual leader. Explore religious symbolism in literature and the arts; Explain some of the different ways individuals show their beliefs; Share their opinion or express their own belief with respect and tolerance for others.
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Making connections • Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving reasons for their responses. • Challenge the ideas studied and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response. • Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.	Think, talk and ask questions about whether the ideas they have been learning about have something to say to them. Give good reason for the views they have and the connections they make. Identify things that are important in their lives. Ask questions about the puzzling aspects of life. Understand that there are similarities and differences between people. Begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. Look at how values affect a community and individuals. Explain how actions can affect other people. Understand that they have their own choices to make and begin to understand the concept of morals.	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how they think and live. Give good reasons for the views they have and the connections they make. Make links to expressing identity and belonging, including links to communities they may belong to. Notice and respond sensitively to different views. Understand that personal experiences and feelings can influence their attitudes and actions; Offer suggestions about why religious and non-religious leaders and followers have acted the way they have.	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. atheists and believers.) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied relate to their own experiences of the world today. Develop insights of their own and give good reasons for the view they have had and the connections they make. 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. Recognise and express feelings about their identities and beliefs. Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.

		Ask questions that have no agreed answers, and offer suggestions as answers to those questions. Can understand that there are similarities and differences between people and respect those differences. Make informed choices and understand the consequences of choices. Describe how shared values in a community can affect behaviour and outcomes. Discuss and give opinions on morals and values, including their own.	Explain why their answers may be different from someone else's and respond sensitively. Make links to responsibility and citizenship. Begin to understand the concept of shared values and how a community can use shared values. Begin to strengthen their capacity for moral judgements. Explain why individuals and communities may have similar and differing values. Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. Express their own values while respecting the values of others.
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