



Religious Education at Town Field Primary School

Religious Education key questions: skills progression overview



	Skill Progression Subject: RE The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Subject Leader: Karen O'Neill						
Skill	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know about and understand a range of religions and worldviews	Listen to, talk about and retell some religious stories. Recognise some religious words Identify some of their own feelings in the stories they hear Identify a sacred text Talk about people who are special to them Identify the qualities of a good friend	Listen to retell and discuss a range of stories from the Christian faith. Recognise some religious symbols and images used to express ideas about God. Talk about some simple ideas about God and Jesus, Ask some questions about beliefs and share some ideas of their own.	Listen to, retell, compare and discuss a range of stories from the Christian, Muslim and Jewish faiths. Talk about some simple ideas relating to who different people worship and how different religions have varied ways of remembering who they believe in. Look at and compare different religious symbols and icons. Make links between sacred texts and how this can influence the way believers behave.	Listen to, retell and suggest the meanings of stories from sacred texts. Make links between the Bible and how it can impact on a Christian's everyday life Identify some similarities and differences between ideas about what God is like in different religions. Ask questions about God and discuss how and why it makes a difference in people's lives to believe in God.	Listen to stories about the life of Jesus and make connections between the teaching and the way Christians live today, using the teachings of Jesus as an inspiration. Recognise the importance of Holy Week and Easter in the Christian faith Understand, use and define key Christian terms.	Present different views on why people believe in God or not, including their own ideas. Have a clear understanding of what a Christian believes God is like. Discuss the impact upon someone's life regarding whether or not they believe in God and talk about why some people may not believe in God Define key religious terms such as theist, atheist and agnostic and remember what these say about God.	Describe, explain and analyse beliefs and practices. Identify, investigate and respond to questions posed about religions and worldviews Appreciate and appraise the nature, significance and impact of different ways of life and expressing meaning
To express ideas and insights about the nature, significance and impact of religions and worldviews	Talk about somewhere that is special to them and explain why. To know that there are special places where people go to worship To be able to recognise and identify some key features of a church / mosque To build up vocabulary specific to discussing churches or mosques To talk about special occasions that they and others have experienced and suggest features of a good celebration. Recall simple stories connected to Christmas/Easter and festivals from other faiths Say why festivals are special times for members of faith communities.	Recognise that there are special places where people go to worship, and talk about what people do there Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Ask questions about what happens in a church, synagogue or mosque. Identify a special time they celebrate and explain simply what celebration means Listen to and discuss stories about Christian festivals and a story from a festival in another religion	Explore and discuss the celebrations of Christmas Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion and say why these are important to believers Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion Identify some similarities and differences between the celebrations studied	Describe what some believers say and do when they pray in the religions studied Describe ways in which prayer helps religious believers and begin to understand the significance of prayer in the lives of people today Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray Recognise and identify some differences between religious festivals and other types of celebrations Retell some stories behind festivals in different religions	Recall and name some of the ways religions mark milestones of commitment Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Identify some similarities and differences between the ceremonies. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people Suggest how and why religious festivals are valuable to many people Ask questions and give ideas about what matters most to believers in festivals Identify similarities and differences in the way festivals are celebrated within and between religions.	Recall and name some key features of places of worship studied Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers Present ideas about the importance of people in a place of worship, rather than the place itself	Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Explain their ideas about how beliefs, practices and forms of expression influence individuals and communities Express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. Appreciate and appraise various dimensions of religion.



<p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<p>re-tell religious stories making connections with personal experiences</p> <p>share and record occasions when things have happened in their lives that made them feel special</p> <p>recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>recall simply what happens when a baby is welcomed into Islam.</p> <p>talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>re-tell stories, talking about what they say about the world, God, human beings</p> <p>express ideas about how to look after animals</p>	<p>Talk about what is special and of value about belonging to a group that is important to them</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean</p> <p>Identify two ways people show they belong to each other when they get married</p> <p>Identify some similarities and differences between the ceremonies studied</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Identify ways that some people make a response to God by caring for others and the world</p> <p>Talk about issues of good and bad, right and wrong arising from religious stories</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like</p>	<p>Identify and name examples of what Christians have and do in their families and at church to show their faith</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs</p> <p>Suggest reasons why being a Christian is a good thing in Britain today, and reasons why it might be hard sometimes</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches</p>	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>Describe some ways in which Hindus express their faith through puja, arti and bhajana</p> <p>Explain similarities and differences between Hindu worship and worship in another faith</p> <p>Suggest reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard sometimes</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> <p>Recall and talk about some rules for living in</p>	<p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims</p> <p>Make links between this practice and beliefs about God and the Prophet Muhammad</p> <p>Identify and discuss reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p>	<p>Describe some Christian and Humanist values simply</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>Make connections between beliefs, behaviour, teachings and sources of wisdom in different religions and discuss similarities and differences</p> <p>Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>
	<p>and plants</p> <p>talk about what people do to mess up the world and what they do to look after it</p>				<p>religious traditions</p> <p>Make connections between stories of temptation and why people can find it difficult to be good</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity</p>		