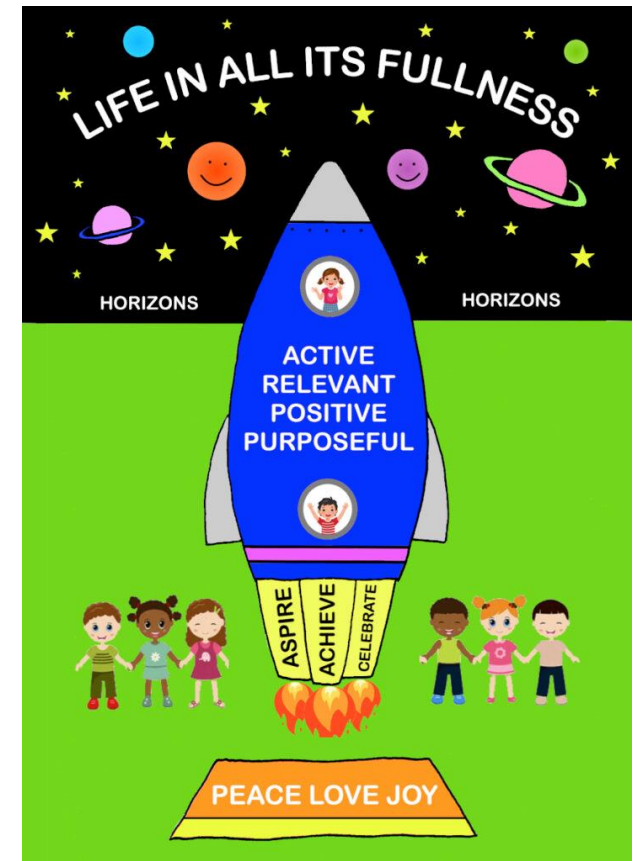




Stratford-sub-Castle CE (VC) Primary School

RE Knowledge & Skills Progression

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To be read in conjunction with	RE vocabulary RE 'How to' guide RE concept map Wiltshire Agreed RE Syllabus Unit plans & knowledge organisers



STRATFORD-SUB-CASTLE RE KNOWLEDGE AND SKILLS PROGRESSION

Reception			
Understanding the world	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	ELG: People, Culture and Communities	<ul style="list-style-type: none"> 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;

	By the end of Year 2		By the end of Year 4		By the end of Year 6	
	Y1	Y2	Y3	Y4	Y5	Y6
BELIEVING: what people believe about God, humanity and the natural world	recount outlines of some religious stories recognise features of religious life and practice	retell religious stories and identify some religious beliefs and teachings	describe some religious beliefs and teachings of religions studied, and their importance	describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions gather, select, and organise ideas about religion and belief	explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence	make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives

	By the end of Year 2		By the end of Year 4		By the end of Year 6	
	Y1	Y2	Y3	Y4	Y5	Y6
<p>STORY: how and why some stories are sacred and important in religion</p> <p>LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion</p> <p>CELEBRATIONS: how and why celebrations are important in religion</p>	recall features of religious, spiritual and moral stories and other forms of religious expression	retell religious, spiritual and moral stories	<p>make links between beliefs, stories and practices</p> <p>describe how some features of religions studied are used or exemplified in festivals and practices</p>	comment on connections between questions, beliefs, values and practices	explain connections between questions, beliefs, values and practices in different belief systems	use religious and philosophical terminology and concepts to explain religions, beliefs and value systems
<p>SYMBOLS & SACRED PLACES: how and why symbols, including places of worship express religious meanings</p>	recognise some religious symbols and words	<p>suggest meanings in religious symbols, language and stories</p> <p>identify possible meanings for symbols and other forms of religious expression</p>	<p>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p> <p>describe and suggest meanings for symbols and other forms of religious expression</p>	show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	explain how some forms of religious expression are used differently by individuals and communities	compare the different ways in which people of faith communities express their faith.
<p>BELONGING: where and how people belong and why belonging is important; understanding of different rites of passage for faiths</p>	recognise features of religious life and practice	<p>identify some religious practices, and know that some are characteristic of more than one religion</p> <p>identify how religion and belief is</p>	<p>describe how some features of religions studied are used or exemplified in festivals and practices</p> <p>identify the impacts of beliefs and practices on people's lives</p>	<p>show understanding of the ways of belonging to religions and what these involve</p> <p>describe the impact of beliefs and practices on individuals, groups and communities</p>	<p>explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p> <p>recognise and explain the impact of beliefs and ultimate questions on</p>	<p>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>explain some of the challenges offered by the variety of religions and</p>

	By the end of Year 2		By the end of Year 4		By the end of Year 6	
	Y1	Y2	Y3	Y4	Y5	Y6
		<p>expressed in different ways</p> <p>identify similarities and differences in features of religions and beliefs</p>	<p>identify similarities and differences between religions and beliefs</p> <p>investigate and connect features of religions and beliefs</p> <p>ask significant questions about religions and beliefs</p>	<p>describe similarities and differences within and between religions and beliefs</p> <p>suggest meanings for a range of forms of religious expression, using appropriate vocabulary</p>	<p>individuals and communities</p> <p>explain how and why differences in belief are expressed.</p> <p>suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <p>recognise and explain diversity within religious expression, using appropriate concepts</p>	<p>beliefs in the contemporary world</p> <p>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>interpret the significance and impact of different forms of religious and spiritual expression</p>
<p>MYSELF: who I am and my uniqueness as a person in a family and community; understanding right from wrong, accepting rules and boundaries; leading a 'good' life; communicating effectively and listening to others</p>	<p>identify aspects of own experience and feelings, in religious material studied</p> <p>identify things they find interesting or puzzling, in religious materials studied</p> <p>identify what is of value and concern to themselves, in religious material studied</p>	<p>respond sensitively to the experiences and feelings of others, including those with a faith</p> <p>realise that some questions that cause people to wonder are difficult to answer</p> <p>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>compare aspects of their own experiences and those of others, identifying what influences their lives</p> <p>compare their own and other people's ideas about questions that are difficult to answer</p> <p>make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p> <p>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p> <p>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>make informed responses to questions of identity and experience in the light of their learning</p> <p>make informed responses to questions of meaning and purpose in the light of their learning</p> <p>make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>

