



Progression of Skills

Subject: Religious Education

PROGRESSION OF SKILLS - area/context	Year 3	Year 4	Year 5	Year 6
<p><b>Learning about religious and Non-religious Beliefs</b></p> <p><b>Knowledge, skills and understanding about:</b></p> <p><b>A) Beliefs, teachings and sources</b></p> <p><b>B) The practices of religion and non-religious belief systems</b></p> <p><b>C) Forms of expressions</b></p>	<ul style="list-style-type: none"> <li>Describe some of the main beliefs and texts of religions studied.</li> <li>Give some account of the lives of key religious figures and why believers think they are important.</li> <li>Make links between religious symbols, language and stories and the beliefs that underlie them.</li> <li>Recognise that people with religious beliefs behave in particular ways laid down for them by God, their sacred books or by their leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the main beliefs and texts of religions studied.</li> <li>Identify how these beliefs were reflected in the life and teaching of key religious figures.</li> <li>Identify the characteristics of places and acts of worship of different faiths.</li> <li>Explain the meanings of some of the symbols, stories and language of different faiths.</li> <li>Describe the codes of conduct enjoined on believers by their faiths and show understanding of the reasons why they observe them.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and locate accurately the key beliefs of the religions studied.</li> <li>Describe the importance of key religious figures within a faith community.</li> <li>Identify the characteristics of places and acts of worship of different faiths.</li> <li>Explain the meanings of some of the symbols, stories and language of different faiths.</li> <li>Describe the codes of conduct enjoined on believers by their faiths and show understanding of the reasons why they observe them.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest some similarities and differences between the principal beliefs of the religions studied.</li> <li>Describe the importance of key religious figures within a faith community.</li> <li>Explain how religious practices and places of worship reflect the beliefs of members of faith communities.</li> <li>Explain the significance of features and patterns of acts of worship.</li> <li>Provide some explanation and illustrations of the relationship between the ways in which people behave and the beliefs which they profess.</li> </ul>
<p><b>Learning from Religious and Non-religious Beliefs</b></p> <p><b>How pupils express their responses and thoughts about questions and issues on the following:</b></p>	<ul style="list-style-type: none"> <li>Compare aspects of their own experiences and those of others, identifying what influences their lives.</li> <li>Compare their own and other people's ideas about questions that are difficult to answer.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the experiences of key religious figures and ask questions about their meaning for us today.</li> <li>Ask questions about puzzling aspects of life and experience suggesting answers with reference to</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the experiences of key religious figures and ask questions about their meaning for us today.</li> <li>Describe how religious beliefs and teaching give some explanation of the purpose and meaning of human life.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on and seek answers to questions of personal identity and experience.</li> <li>Describe how religious beliefs and teaching give some explanation of the purpose and meaning of human life.</li> </ul>



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<p>D) Identity and belonging E) meaning, Purpose and truth F) Values and commitment</p>	<ul style="list-style-type: none"> <li>• Make links between religious beliefs and values and their own attitudes and behaviour.</li> </ul>	<p>the teachings of religions studied.</p> <ul style="list-style-type: none"> <li>• Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how religious beliefs and teaching influence moral values and behaviour.</li> </ul>
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<p><b>What are the key/essential knowledge and skills for this year group?</b></p>	<p>I can describe some of the main beliefs and texts of religions studied. I can make links between religious symbols, language and stories and the beliefs that underlie them. I can make links between religious beliefs and values and their own attitudes and behaviour</p>	<p>I can explain some of the main beliefs and texts of religions studied. I can explain the meanings of some of the symbols, stories and language of different faiths. I can ask questions about puzzling aspects of life and experience, suggesting answers with reference to the teachings of religions studied</p>	<p>I can describe and locate accurately the key beliefs of the religions studied</p> <p>I can describe the codes of conduct enjoined on believers by their faiths and show understanding of the reasons why they observe them.</p> <p>I can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	<p>I can suggest some similarities and differences between the principal beliefs of the religions studied I can provide some explanation and illustrations of the relationship between the ways in which people behave and the beliefs which they profess.</p> <p>I can explain how religious beliefs and teaching influence moral values and behaviour.</p>
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