

Woodloes Primary School RE Skills and Knowledge Progression



RE (Following the Discovery RE Scheme of Work)							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of religion	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been discussed in class.</p> <p>Recognise and name different religions</p>	<p>Recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression.</p> <p>Identify some beliefs and features of religion and their importance for some people.</p>	<p>Retell religious stories and suggest meanings for religious actions and symbols.</p> <p>Identify how religion is expressed in different ways.</p> <p>Begin to show an awareness of similarities in religions.</p>	<p>Describe some of the beliefs and features of religion and recognise similarities and differences.</p> <p>Make links between beliefs and sources, including religious stories and sacred texts.</p>	<p>Begin to identify the impact religion has on believers' lives.</p> <p>Describe some forms of religious expression.</p>	<p>Demonstrate understanding of some of the beliefs and features of religion through RE concepts and make some links between them.</p> <p>Describe some similarities and differences both within and between religions.</p> <p>Describe the impact of religions on people's lives.</p> <p>Suggest meanings for a range of forms of religious expression.</p>	<p>Demonstrate how religious concepts (Belief, Authority, Expression of Belief, Impact of Belief) connect in order to show understanding of what religion is.</p> <p>Explain the impact of beliefs on individuals and communities.</p>
Critical thinking	<p>Talk about what they find interesting or puzzling and what is of value and concern to themselves and others.</p>	<p>Linked to the religious material they learn about, they can express their views and give simple reasons to support these.</p>	<p>Recognise that some questions cause people to wonder and are difficult to answer.</p>	<p>Linked to the religious material they learn about, they can express their views and support them using a plausible reason or reasons.</p> <p>Pupils can show some awareness of other people's views.</p>	<p>Ask important questions about religion and beliefs.</p>	<p>Linked to the religious material they learn about, pupils can express their own views giving good reasons.</p> <p>Pupils show an understanding of differing views and can give reasons to support an opposing view (they are able to see both sides of an argument/discussion).</p>	<p>In response to the questions of identity, belonging, meaning, purpose, truth, values and commitments, pupils show an awareness and understanding of differing views and can give good reasons to support a range of opposing views (they recognise that there are often several different sides to an argument/discussion)</p>
Personal reflection	<p>Pupils can reflect on their own feelings, ideas and values.</p>	<p>Linked to the religious material they learn about, pupils can reflect on their own feelings, ideas and values and begin to develop an awareness of the experiences and feelings of others.</p>	<p>Linked to the religious material they learn about, pupils can reflect on their own feelings, ideas and values and show an awareness of the experiences and feelings of others.</p>	<p>Linked to the religious material they learn about, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.</p>	<p>Pupils can reflect on what influences them, making links between aspects of their own and others' experiences.</p>	<p>Linked to the religious material they learn about, pupils can reflect on their own feelings, ideas and values and develop empathy for people with differing beliefs and experiences.</p>	<p>Linked to the religious material they learn about, pupils can reflect on what inspires them and develop an understanding of where their ideas come from.</p>