



# Wood Field Primary School

## R.E. Skills Progression

### Strand: Disciplinary Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Question</b>	Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?).	Asking questions about what other people think and do. Asking questions in response to a question.	Asking questions about what others think and do and how they show their beliefs.			Asking challenging questions and reflecting on the origins of their questions.
<b>Investigate</b>	Listening to stories and discussing what happens in them. Exploring simple scripture quotes and considering how they might help people. Beginning to notice important information (e.g. first-hand accounts and photos).	Listening to stories and discussing what they mean. Examining simple scripture quotes and interpreting what they mean. Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).	Considering how different sources of information can help answer specific questions. Exploring scripture and stories to understand how different people might interpret them. Discussing how various sources provide different pieces of information.			Identifying key information from a broad range of sources independently. Explaining why interpretations of scripture and stories vary among different people. Synthesising information from different sources to suggest ideas about beliefs.
<b>Interpret</b>	Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Thinking about the meaning of what people do.	Identifying main characters and events in a story. Suggesting what lessons or teachings they understand from stories. Understanding that some symbols (for example, light) have meaning beyond the literal. Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen'). Thinking about what people's actions can represent.	Considering how the same story may be told in different cultures or times. Comparing and contrasting stories or teachings from different religions to identify common themes. Recognising underlying themes in stories, such as kindness or forgiveness. Recognising some common religious symbols, such as light, water and fire, and considering what they represent beyond the literal. Exploring how language may have special religious meaning and convey beliefs and teachings. Exploring similarities and differences within and between religions and worldviews. Using different sources of evidence to build ideas about a concept.			Recognising how the historical and cultural context of stories can influence their meaning. Considering the intention of the storyteller and the impact of the story. Reflecting on how stories are interpreted differently by different audiences and why. Recognising further symbols and their representations within and across religions. Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife). Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews. Analysing events and issues and how these might impact people's lives.

	Beginning to notice similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs and practices.	Identifying similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs, practices and symbols.	Discussing the meaning of historical and modern events and practices.	
<b>Evaluate</b>	Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them.	Commenting respectfully on things that they notice that may be surprising or different. Beginning to talk about why things are sometimes similar and sometimes different. Making links to sources when explaining their ideas. Explaining why some objects, places, practices and stories are important to people.	Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Justifying their ideas and opinions using evidence from current and prior learning. Explaining links between religious and non-religious practices and their significance. Recognise similarities in concepts and beliefs even when practices and expressions differ.	Considering representation in sources and how this might affect their usefulness. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Forming conclusions based on a range of sources. Making connections between religious and non-religious traditions, beliefs and practices. Appreciating the value of diversity within religions and worldviews.
<b>Apply</b>	Talking about how beliefs can inspire people to do things. Talking about their own experiences in relation to their learning. Sharing things that make them wonder and what they think about these things.	Explaining how beliefs may influence behaviour and decisions. Recognising links with prior learning when encountering new content. Discussing how their learning can help them to answer some bigger questions.	Exploring how beliefs can impact people's lives and actions, including personal and community practices. Commenting on links with prior learning when encountering new content. Drawing on knowledge to respond thoughtfully to big questions. Developing the ability to use empathy to identify and understand the feelings of others.	Analysing how beliefs and values shape behaviours and relationships in different contexts. Identifying increasingly subtle links with prior learning when encountering new content. Debating challenging issues with reference to learning and respect for content being debated. Using examples from their learning alongside their personal worldview to answer big questions.
<b>Express</b>	Talking about what they believe. Respectfully sharing opinions about what is important to them and what is important to others. Sharing what they have learnt. Expressing their ideas using symbols, drawings and choosing appropriate words.	Using concrete examples to express abstract concepts and ideas (e.g. what love is). Responding sensitively to people whose experiences are different to theirs. Discussing what they have learnt, giving examples. Using spoken and written words, symbols and drawings to express their ideas.	Beginning to discussing their own and others' spiritual experiences and beliefs. Showing respect when hearing about other people's beliefs. Explaining their learning taking into account different perspectives and evidence. Expressing thoughts, ideas and opinions clearly in a variety of ways.	Explaining their own and others' spiritual experiences and beliefs. Considering the thoughts, feelings, experiences, beliefs and values of others. Presenting arguments, conclusions and perspectives with supporting evidence. Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.

## Strand: Personal Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Question</b>	<p>Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Using various art forms to express their ideas.</p> <p>Asking their own questions about the world around them.</p> <p>Discussing their ideas about what is right and wrong.</p> <p>Appreciating diversity in images, art, artefacts and videos used.</p>	<p>Asking questions about what puzzles them about religious and non-religious stories and texts they have read.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Explaining why they feel something is right or wrong and comparing their ideas to others.</p> <p>Showing respect when looking at evidence about other people's ideas and beliefs.</p>	<p>Discussing their own views about belonging, meaning, purpose and truth.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong.</p> <p>Suggesting ideas, including own opinions and evidence from learning.</p> <p>Thinking about their own ideas in light of their learning, experiences and discussions.</p>			<p>Making links and comparisons between their own and others' views.</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.</p> <p>Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p> <p>Expressing their own thoughts about the existence and nature of God.</p>