



Kingswood Primary School- RE skills progression

At Kingswood Primary School we follow the Surrey agreed syllabus for RE

By the end of Primary School, pupils will be able to:

	EYFS	Key Stage 1	Key Stage 2
Showing Knowledge and Understanding	UtW P&C ELG: - Knows about similarities and differences between themselves and others - Knows about similarities and differences among families, communities and traditions - Learning about different festivals e.g. Chinese New Year, Diwali	- Identify similarities in features of religions and beliefs - Retell religious, spiritual and moral stories - Identify possible meanings for stories, symbols and other forms of religious expression - Identify how religion and belief is expressed in different ways.	- Explore, gather, select and organise ideas about religion and belief. - Investigate and describe similarities and differences within and between religions and beliefs. - Comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate. - Suggest meanings for a range of forms of expression, using appropriate vocabulary. - Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally.
Expressing ideas, beliefs and insights		- Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings. - Ask questions about their own and others' ideas, feelings and experiences	- Investigate and describe how sources of inspiration and influence make a difference to themselves and others. - Apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives.

		• Give a reason why something may be • valued by themselves and others • Recognise that some questions about life are difficult to answer.	• Suggest what might happen as a result of their own and others' attitudes and actions. • Suggest answers to some questions raised by the study of religions and beliefs.
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Progress in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. The following skills will be reflected within all year groups.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions and beliefs

Synthesis – this includes:

- Linking significant features of religion and belief together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion / belief and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing views, and responding to questions of religion and belief through a variety of media

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics Studied	What do Christians believe God is like? How does a dreidel help Jewish families to remember? Why is Christmas important to Christians? Who is Jesus? Why did Jesus tell parables? What do eggs have to do with Easter? What is the Torah and why is it important? Why do Jewish children celebrate Shabbat? Why should we look after our world?	Why is Harvest a world-wide celebration? Why is the bible an important book for Christians? What does the Christmas story tell Christians about Jesus? Why is church important to Christians? Why do Christians call Jesus 'Saviour'? Why is Easter important to Christians? What is important for Muslim families? Who is Allah and how do Muslims worship him? Is Prayer important to everyone?	How does the bible reveal God's rescue plan? Why do Christians call God 'Father'? Why are presents given at Christmas and what might Jesus think about it all? How did Jesus change lives? Why is praying important for Christians? Easter: what happened, and what matters most to Christians? What do Sikhs Value? Is Christian worship the same all around the world? Two Year cycle with Year 4 except	What are important times for Jews? How can a synagogue help us to understand the Jewish faith? How can artists help us understand Christmas? Why is praying important for Christians? How does Lent help Christians prepare for Easter? How do people celebrate new life? How did the church begin? Why do Christians share communion? What is Wisdom? Two Year cycle with Year 4 except Christmas and Easter Units	Who did Jesus say 'I am?' (Cycle 2) What is the golden rule and are they all the same? (cycle 2) Why is light an important sign at Christmas? How can we live together in one world? The Trinity: How is God Three-and yet One? (Cy 1) How did Jesus' teaching challenge people? How do Christians know what happened at Easter? How do the pillars of Islam help Muslims live a good life? How can a mosque help us to	Who did Jesus say 'I am?' (Cycle 2) What is the golden rule and are they all the same? (cycle 2) What do the gospels say about the birth of Jesus-and why is it good news? The Trinity: How is God Three-and yet One? (Cycle 1) How can churches help us to understand Christian belief? Adam, Eve, Christmas, Easter- What are the connections? Did Jesus have to die? What helps Hindus to worship? (cycle 1) What is the Buddhist way of life? How did it all begin?

			Christmas and Easter Units		understand the Muslim faith? What helps Hindus to worship? (cycle 1)	
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		Learning about religions (knowledge and understanding) AT1			Learning from religions (response, evaluation, application and questions of) AT2		
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning about religion AT1	Beliefs and teachings (what people believe)	Recount outlines of some religious stories	Retell some religious stories and identify some 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 and making some comparisons between religions	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	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.
	Practices and lifestyles (what people do)	Recognise features of religious life and practice	Identify some religious practices, and know that some are characteristic of more than one religion	Describe how some features of religions studied are used or exemplified in festivals and practices	Show understanding of the ways of belonging to religions and what these involve	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
	Expression and language (how people express themselves)	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	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.
Learning from religion AT2	Identity and experience (making sense of who we are)	Identify aspects of own experience and feelings, in religious materials studied.	Respond sensitively to the experiences and feelings of others, including those with a faith	Compare aspects of their own experiences and those of others, identifying what influences their lives	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	Make informed responses to questions of identity and experience in the light of their learning	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

	Meaning and purpose (making sense of life)	Identify things they find interesting, puzzling in religious material studied.	Realise that some questions that cause people to wonder are difficult to answer	Compare their own and other people's ideas about questions that are difficult to answer	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	Make informed responses to questions of meaning and purpose in the light of their learning	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
	Values and commitments (making sense of right and wrong)	Identify what is of value and concern to themselves, in religious material studied	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	Make informed responses to people's values and commitments (including religious ones) in the light of their learning	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