



## Progression of Skills in Religious Education

	<b>Aims in RE: A progression grid</b>	<b>At the end of KS1 most pupils will be able to:</b>	<b>At the end of key stage 2 most pupils will be able to:</b>
<b>Know about &amp; Understand</b>	Pupils will describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Pupils will recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Pupils will describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
	Pupils will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Pupils will retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Pupils will describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
	Pupil will appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Pupils will recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Pupils will explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;

<b>Express and Communicate</b>	Pupils will explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Pupils will ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Pupils will observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
	Pupils will express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Pupils will observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Pupils will understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
	Pupils will appreciate and appraise varied dimensions of religion;	Pupils will notice and respond sensitively to some similarities between different religions and world views;	Pupils will observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;
<b>Gain and deploy skills</b>	Pupils will find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Pupils will explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Pupils will discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
	Pupils will enquire into what enables different communities to live together respectfully for the wellbeing of all;	Pupils will find out about and respond with ideas to examples of co-operation between people who are different;	Pupils will consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
	Pupils will articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Pupils will find out about questions of right and wrong and begin to express their ideas and opinions in response.	Pupils will discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.