

# RE progression of skills



	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• I have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary.</li> <li>• I have simple knowledge of why these beliefs and practices may be important to people.</li> <li>• I have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities.</li> <li>• I can begin to form a framework of connections between these concepts by making some links between them.</li> <li>• I can identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• I have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and nonreligious worldviews.</li> <li>• I have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.</li> <li>• I have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them.</li> </ul>

## Critical Thinking

- I can raise questions, express my opinions and back them up with simple reasons in response to the material I learn about.

- I can raise questions, express my opinions and support these with plausible reasons in response to the material I learn about

- I can recognise that others may think differently and have different opinions.

- I can raise controversial questions, express my opinions and use sound reasons to back these up in response to the material I learn about.

- I can show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).



## The wider impact of RE on the learner

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engagement and experiences	<ul style="list-style-type: none"> <li>• I can tell someone about a religious artefact or visitor that I really enjoyed learning from.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell someone about a religious artefact or visitor that I really enjoyed learning from.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a time where I have handled religious artefacts, visited a religious building or met someone of faith.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a time where I have handled religious artefacts, visited a religious building or met someone of faith.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a range of opportunities I have had to handle religious artefacts, visit religious buildings and meet people from different religious communities.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about a range of opportunities I have had to handle religious artefacts, visit religious buildings and meet people from different religious communities.</li> </ul>

Careers and life skills	<ul style="list-style-type: none"> <li>• I can name one job that studying RE can lead to.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name some jobs that are done by people who have studied RE.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list at least 3 jobs that the studying the subject of RE can lead to.</li> <li>• I can use my critical thinking skills in a subject other than RE.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list several jobs that studying the subject of RE can lead to.</li> <li>• I can see how being able to think critically can impact positively on subjects other than RE.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about careers in RE and recall meeting and talking to at least one visitor from a religious community.</li> <li>• I can see how being able to think critically can impact positively on subjects other than RE.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about careers in RE and recall meeting and talking to more than one visitor from a religious community over time.</li> <li>• I can talk about why learning about different religions helps us understand the world better.</li> </ul>
Connecting with parents/carers and community	<ul style="list-style-type: none"> <li>• I can tell someone from home a religious story I have heard.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell someone from home two religious stories I have heard from different religions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a religious visitor or religious building I have visited with someone from home.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk to people outside of my home about a religious visitor or religious building I have visited and share something I have found out.</li> </ul>	<ul style="list-style-type: none"> <li>• I can think of relevant questions to ask when meeting a visitor from a religious community.</li> </ul>	<ul style="list-style-type: none"> <li>• I can think of relevant questions to ask when meeting a visitor from a religious community.</li> </ul>