



Progression in RE

	F2	Yr.1	Yr.2
SKILLS			
Thinking about religion and belief		Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs.	Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs.
Enquiring, investigating and interpreting		Identify what they find interesting and puzzling in life. Recognise symbols and other forms of religious expression.	Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression.
Beliefs and teachings (what people believe)		Recount outlines of some religious stories.	Retell religious stories and identify some religious beliefs and teachings.
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.
Expression and language (how people express themselves)		Recognise some religious symbols and words.	suggest meanings in religious symbols, language and stories.
Identity and experience (making sense of who we are)		Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith.
Meaning and purpose (making sense of life)		Identify things they find interesting or puzzling, in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer.
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.
KEY KNOWLEDGE			Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. Religious and moral stories
Key Vocabulary		Celebration, festival, Christian, Jewish	Christianity Judiasm



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<p>Links with Learning Powers</p>	<p>Reflective – thinking about the beliefs of others, think about their own beliefs and why they feel that way. Respect – acknowledge that people believe in different things and show respect and interest in this. Reciprocity – working and talking in pairs and groups sharing thoughts and ideas.</p>
<p>SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION</p> <p>Progression 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. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.</p> <p>R Reflection – this includes: • Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>E 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</p> <p>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</p> <p>Interpretation – this includes: • Drawing meaning from artefacts, works of art, music, poetry and symbolism • Interpreting religious language • Suggesting meanings of religious texts</p> <p>Evaluation – this includes: • Debating issues of religious significance with reference to evidence and argument</p> <p>Analysis – this includes: • Distinguishing between opinion and fact • Distinguishing between the features of different religions</p> <p>Synthesis – this includes: • Linking significant features of religion together in a coherent pattern • Connecting different aspects of life into a meaningful whole</p> <p>Application – this includes: • Making the association between religion and individual, community, national and international life</p> <p>Expression – this includes: • Explaining concepts, rituals and practices • Expressing religious views, and responding to religious questions through a variety of medi</p>	