

Loudwater Combined School

RE Skills Progression

At Loudwater Combined School we consider three aspects (in any order)

- **What does it mean to be me?** Pupils' own experience and self- concept
- **What does it mean to be you?** Religious/ worldviews experience, concepts and content
- **What does it mean to be human?** Universal human experience and concepts

Our curriculum builds on the skills learned in The Early Years Foundation Stage
<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society• Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class• Understand the past through settings, characters and events encountered in books read in class and storytelling <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps• Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been read in class• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand how to learn about religion	<p>I can use simple religious words and phrases</p> <p>I can recall parts of religious stories I know</p> <p>I can show an awareness that some people belong to different religions</p> <p>I recognise the difference between religious and non-religious practices</p> <p>I can talk about special people who are important to the different religions</p> <p>I can name some of these special people</p> <p>I can recognise and name some of the</p>	<p>I can use religious words and phrases to identify some features of religion</p> <p>I recognise some artefacts that are important to religious groups and know why they are important.</p> <p>I recognise sacred texts contain stories which are special to many people and these should be treated with respect</p> <p>I can retell some religious stories and begin to identify what the stories teach believers</p> <p>I can identify how religions and</p>	<p>I can use developing religious vocabulary to describe some key features of religions</p> <p>I can identify religious artefacts, symbols and rituals linked to worship and explain how and why they are used.</p> <p>I can recognise different religions and identify similarities and differences between them</p> <p>I can identify some of the religious practices of religious leaders and individuals</p> <p>I can identify religious buildings</p>	<p>I can use a developing religious vocabulary to describe and show understanding of practices, beliefs, ideas, feelings and experiences</p> <p>I can identify religious artefacts, symbols and rituals linked to the main religions and explain how and why they are used.</p> <p>I can identify reasons why a sacred text is important to a religious group and how it makes a difference to how they live</p> <p>I can identify what is most important to myself and</p>	<p>I can use a wide religious vocabulary to explain the impact of beliefs on individuals and communities</p> <p>I can recognise how some teachings, beliefs and practices are shared between religions</p> <p>I can explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p> <p>I can talk about how similarities and differences illustrate distinctive beliefs within and between religions and I can suggest</p>	<p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities</p> <p>I can make connections between beliefs and behaviour in different religions, considering similarities and differences</p> <p>I can describe the forms of guidance religious people use and compare them to the forms of guidance experienced by myself and others</p> <p>I can acknowledge and reflect upon how my own and</p>

	<p>special places where people go to worship, and talk about what people do there</p> <p>I can talk about a practice from a religion</p>	<p>worldviews believe the Earth was created and know I can play a part in looking after the Earth and the creatures that live on it</p> <p>I can retell stories linked to festivals and say why they are important to believers</p>	<p>and explain their use.</p> <p>I can compare the similarities and differences between different religious buildings and key features of the religions we have studied</p> <p>I can recognise and describe the importance of community for the different religions</p>	<p>religious groups through celebrations, festivals and beliefs</p> <p>I can describe some similarities and differences both within and between some aspects of religions.</p> <p>I can make links between practices, beliefs, ideas, feelings and experiences.</p>	<p>possible reasons for this.</p> <p>I can recognise diversity in forms of religions, spiritual and moral expressions, and within and between religions</p> <p>I can explain how religious sources are used to provide answers to ultimate questions and ethical issues</p>	<p>others' actions have an impact on the Earth, and all that live on it.</p> <p>I can identify the influence of beliefs, concepts and lifestyle on responses to ultimate questions and viewpoints</p> <p>I can suggest lines of enquiry to address questions raised by the study of religions and non-religious beliefs and ultimate questions</p>
<p>To understand how to learn from religion</p>	<p>I can talk about my own experiences and feelings and can link these to the communities to which I belong</p> <p>I have started to share my opinions and say what is important to myself and to others</p>	<p>I can compare my own experiences and values to that of someone else</p> <p>I can ask appropriate questions about religions and can give reasons for my opinions</p>	<p>I can make links between values and commitments, and my own attitudes and behaviour</p> <p>I can make links between aspects of my own and others' experiences</p>	<p>I can raise and suggest answers to questions about purpose, truth, values and commitments</p> <p>I can apply my ideas to my own and other people's lives</p>	<p>I can discuss my own ideas about the importance of values to live by, comparing them to religious ideas.</p> <p>I can ask and suggest answers to questions of purpose and truth, values and</p>	<p>I can ask and give appropriate answers to questions of identity, belonging and meaning in relation to my life and the life of others</p> <p>I can acknowledge and reflect upon</p>

	<p>I can talk about things that interest me</p> <p>I can tell you different ways of expressing identity and belonging</p>	<p>I can respond sensitively to questions about my own and other's experiences and feelings</p> <p>I realise that some questions cause people to wonder and are difficult to answer</p> <p>I can think about what I have learned from religions to help me understand my own experience, feelings and beliefs</p> <p>I can see how I can work together with others even if we have differences</p>	<p>I can make links between my own and others' responses</p> <p>I can identify what and who inspires me and others</p> <p>I know where I can find peace</p> <p>I can ask important questions about religion and beliefs</p> <p>I can explain what beliefs and practices show us about what is of importance to individuals and communities</p> <p>I can see how I can work together with others even if we have differences</p>	<p>I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in our own lives</p> <p>I can raise and suggest answers to questions of identity, belonging and meaning</p> <p>I can describe what inspires and influences me and others</p> <p>I can ask questions and suggest some of my own responses to ideas about God</p> <p>I show I can work well with others even if we have differences</p>	<p>commitments, in relation to my life and the life of others</p> <p>I can raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life</p> <p>I can express my own and others' views on the challenges of belonging to a religion</p> <p>Even though we may have differences, I work well with others and can identify what we have in common</p>	<p>how my own values impact upon my actions</p> <p>I can acknowledge and reflect upon how my own actions have an impact on myself and others</p> <p>I can explain what and who inspires and influences me</p> <p>I can discuss my own ideas about the importance of values to live by, comparing them to religious leaders</p> <p>I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. and express my own ideas clearly in response</p>
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