

RE: Progression of Skills

	<u>End of Key Stage One</u>	<u>End of Lower Key Stage 2</u>	<u>End of Upper key Stage Two</u>
<p><u>Element 1: Making sense of beliefs</u> Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation. Recognising how and why sources of authority (such as texts) are used,, expressed and interpreted in different ways; and developing skills of interpretation.</p>	<ul style="list-style-type: none"> • identify some core beliefs and concepts studied. • give a simple description of what they mean. 	<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied. 	<ul style="list-style-type: none"> • identify and explain the core beliefs and concepts studied. • use examples from texts/sources of authority in religions.
	<ul style="list-style-type: none"> • give examples of how stories show what people believe. 	<ul style="list-style-type: none"> • make clear links between texts/sources of wisdom and authority and the core concepts studied. 	<ul style="list-style-type: none"> • describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.
	<ul style="list-style-type: none"> • give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> • offer informed suggestions about what texts/sources of wisdom and authority can mean. • give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> • give meanings for texts/sources of wisdom and authority studied. • compare these ideas with some ways in which believers interpret texts/sources of authority.
<p><u>Element 2: Understanding the impact</u> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.</p>	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions. 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live. • describe how people show their beliefs in how they worship and in the ways they live. 	<ul style="list-style-type: none"> • make clear connections between what people believe and how they live.
	<ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into practice. 	<ul style="list-style-type: none"> • identify some differences in how people put their beliefs into practice. 	<ul style="list-style-type: none"> • use evidence and examples to show how and why people put their beliefs into practice in different ways.
<p><u>Element 3: Making connections</u> Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.</p>	<ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying have something to say to them. 	<ul style="list-style-type: none"> • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> • make connections between the beliefs and practices studied, • evaluate and explain their importance to different people. • reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
	<ul style="list-style-type: none"> • give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • give good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.