

Progression of Skills- Religious Education



**NEWARK HILL
ACADEMY**

End of Year 1 statements

	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Year 1	<ul style="list-style-type: none"> ♣ Begin to name the different beliefs and practices of Christianity and at least one other religion. ♣ To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. ♣ Show how different people celebrate aspects of religion. ♣ Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion. 	<ul style="list-style-type: none"> ♣ Begin to talk about and find meanings behind different beliefs and practices. ♣ Begin to suggest meanings of some religious and moral stories. ♣ Either ask or respond to questions about what individuals and faith communities do. ♣ Express their own ideas creatively.
Year 2 (End of KS1)	<ul style="list-style-type: none"> ♣ Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. ♣ Retell some of the religious and moral stories from the bible and at least one other religious text or special books. ♣ Begin to understand what it looks like to be a person of faith. ♣ Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. 	<ul style="list-style-type: none"> ♣ Talk about and find meanings behind different beliefs and practices. ♣ Suggest meanings of some religious and moral stories. ♣ Ask and respond to questions about what individuals and faith communities do. ♣ Express their own ideas, opinions and talk about their work creatively using a range of different medium.

End of Year 3 statements

Year 3	<ul style="list-style-type: none"> ♣ Recall the different beliefs and practices of Christianity and at least one other religion. ♣ Retell some of the religious and moral stories from at least three different religious texts and books. ♣ Understand what it looks like to be a person of faith. ♣ Use key words and vocabulary related to Christianity and at least one other religion. 	<ul style="list-style-type: none"> ♣ Suggest and find meanings behind different beliefs and practices. ♣ Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. ♣ Ask and respond to questions about what individuals and faith communities do and why. ♣ Use a range of different medium to creatively express their own ideas, thoughts and opinions. ♣ Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. ♣ Use a range of different medium to express their thoughts.
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End of Year 4 statements

Year 4	<ul style="list-style-type: none"> ♣ Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. ♣ Begin to compare the similarities of at least three different religious texts or stories. ♣ To begin to understand the diversity of belief in different religions, nationally and globally. ♣ Begin to compare directly different responses to ethical questions looking at from a range of different religions. 	<ul style="list-style-type: none"> ♣ Respond to meanings behind different beliefs and practices. ♣ Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. ♣ Express views about why belonging to a faith community is valuable in their own lives. ♣ Begin to make connections between their own ideas and others.
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End of Year 5 statements

Year 5	<ul style="list-style-type: none"> ♣ Begin to make connections between different belief and practices of all religions. ♣ Begin to compare stories, beliefs and practices from different religions including differences and similarities. ♣ To understand and begin to evaluate the diversity of belief in different religions, nationally and globally. ♣ Articulate and begin to apply the different responses to ethical questions from a range of different religions. 	<ul style="list-style-type: none"> ♣ Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. ♣ Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities. ♣ Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system. ♣ Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.
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End of Key Stage 2 statements

Year 6	<ul style="list-style-type: none"> ♣ Make connections between different belief and practices of all religions. ♣ Make links and compare stories, beliefs and practices from different religions including differences and similarities. ♣ To understand and evaluate the diversity of belief in different religions, nationally and globally. ♣ Articulate and apply the different responses to ethical questions from a range of different religions. 	<ul style="list-style-type: none"> ♣ To reflect and respond to the significance of meaning behind different beliefs and practices. ♣ Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts. ♣ Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system. ♣ Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.
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