

RE Curriculum Skills Progression

Year 1	Autumn 1	Spring 1	Summer 1
	Context: Festivals SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Expression, Synthesis	Context: Jesus as a friend. Was it easy for Jesus to show Friendship? (Christianity) SACRE Link: Identify and respond to questions of meaning and purpose within religion. Explain the meanings of religious language, story and symbolism. Skills: Empathy, Analysis, Reflection	Context: Creation Story. Does God want Christians to look after the world (Christianity) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Skills: Expression, Analysis, Reflection, Interpretation
	Autumn 2	Spring 2	Summer 2
	Context: Creation Story. Does God want Christians to look after the world (Christianity) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Skills: Expression, Analysis, Reflection, Interpretation	Context: Prayer at home Does Praying regularly help Muslims everyday life? (Islam) SACRE Link: Explain the meanings of religious language, story and symbolism. Explain similarities and differences between and within religions. Give informed and considered responses to religious and moral issues. Skills: Reflection, Application, Empathy	Context: The Church SACRE Link: Identify, name, describe and give accounts in order to build a coherent picture. Identify and respond to questions of meaning and purpose within religion. Skills: Investigation, Synthesis, Empathy, Application

Year 2	Autumn 1	Spring 1	Summer 1
	Context: Easter- Resurrections. How important is it to Christians that Jesus came back? (Christianity)	Context: The Christian Bible	Context: Hajj. Does Completing the Hajj make a person a better Muslim? (Islam)
	SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Identify and respond to questions of meaning and purpose within religion. Skills: Empathy, Interpretation, Synthesis, expression Context: Jesus was a gift from God. Why do Christians believe God gave Jesus to the world? (Christianity) SACRE link: Identify and respond to questions of meaning and purpose within religion. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Give informed and considered responses to religious and moral issues. Explain the meanings of religious language, story and symbolism. Skills: Expression, Application, Synthesis, Analysis, Evaluation, Empathy, Interpretation	SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Skills: Interpretation, reflection, empathy, evaluation, synthesis, expression.	SACRE Link: Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Skills: Expression, Application, Synthesis, Analysis, Evaluation, Empathy, Interpretation

	Autumn 2	Spring 2	Summer 2
	Context: Sacred Writing SACRE Link: Identify, name, describe and give accounts in order to build a coherent picture. Reflect on what might be learnt from religions I the light of ones own beliefs, values and experiences. Skills: Reflection, synthesis, expression	Context: What did Jesus teach? Is it possible to be kind to everyone all the time? (Christianity) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Expression, Application, Synthesis, Analysis, Evaluation, Empathy, Interpretation, investigation	Context: Special Places. What makes places special? SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Expression, Synthesis

Year 3	Autumn 1	Spring 1	Summer 1
	Context: Symbols in religion SACRE Link: Explain the meanings of religious language, story and symbolism. Explain similarities and differences between and within religions. Identify and respond to questions of meaning and purpose within religion. Skills: Interpretation, evaluate, analysis, synthesis, application, expression	Context: Beliefs and practices. How special is the relationship Jews have with God (Judaism) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Expression, Application, Synthesis, Analysis, Evaluation, Empathy, Interpretation	Context: Beliefs and Practices. What is the best way for a Muslim to show commitment to God? (Islam) SACRE Link: Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Skills: Investigation, Expression, Evaluation, Analysis, Synthesis
	Autumn 2	Spring 2	Summer 2
	Context: The Christian Bible: Contents and structure SACRE Link: Identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, stories and symbolism. Explain similarities and differences between and within religions. Identify and respond to questions of meaning and purpose within religion. Skills: Investigation, interpretation, reflection, synthesis.	Context: Prayer and Worship. Do people need to go to church to show they are good Christians? (Christianity) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Expression, Application, Synthesis, Analysis, Evaluation, Empathy, Interpretation,	Context: Prayer and Worship. What is the best way for a Sikh to show commitment to God? (Sikhism) SACRE Link: Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Skills: Investigation, Expression, Evaluation, Analysis, Synthesis

Year 4	Autumn 1	Spring 1	Summer 1
	Context: Belonging and identity SACRE Link: Explain similarities and differences between and within religions. Explain the meanings of religious language, stories and symbolism. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Interpretation, reflection, empathy, evaluation, analysis, application, expression.	Context: Birth rites SACRE Link: Identify, name, describe and give accounts in order to build a coherent picture. Explain similarities and differences between and within religions. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: synthesis, investigation, evaluation, empathy, analysis, application, expression	Context: Hindu beliefs. How can Brahman be everywhere and in everything? (Hinduism) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Expression, Application, Synthesis, Analysis, Evaluation, Empathy, Interpretation
	Autumn 2	Spring 2	Summer 2
	Context: Jesus' Miracles. Could Jesus heal people? Were these miracles or is there some other explanation? (Christianity) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Identify and respond to questions of meaning and purpose within religion. Skills: Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Expression	Context: Buddha's teaching. Is it possible for everyone to be happy? (Buddhism) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Expression, Application, Synthesis, Analysis, Evaluation, Empathy, Interpretation, investigation	Context: Creation and God SACRE Link: Identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, stories and symbolism. Give informed and considered responses to religious and moral issues. Identify and respond to questions of meaning and purpose within religion. Skills: Investigation, interpretation, reflection, evaluation, analysis, synthesis, expression.

Year 5	Autumn 1	Spring 1	Summer 1
	Context: Christmas. How significant is it that Mary was Jesus' mother? (Christianity) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Skills: Expression, Application, Synthesis, Analysis, Evaluation, Empathy, Interpretation, investigation	Context: Rites of passage and good works. What is the best way for a Jew to show commitment to God? (Judaism) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Identify and respond to questions of meaning and purpose within religion. Give informed and considered responses to religious and moral issues. Skills: Investigation, Empathy, Reflection, Synthesis, Expression	Context: What is faith and what difference does it make? SACRE Link: Identify, name, describe and give accounts in order to build up a coherent picture. Give informed and considered responses to religious and moral issues. Identify and respond to questions of meaning and purpose within religion. Skills: Investigation, interpretation, reflection, empathy, evaluation, synthesis, application, expression.
	Autumn 2	Spring 2	Summer 2
	Context: Beliefs and Morals. Does belief in Akirah (life after death) help Muslims lead good lives? SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Identify and respond to questions of meaning and purpose within religion. Give informed and considered responses to religious and moral issues. Skills: Investigation, Empathy, Reflection, Synthesis, Expression	Context: Christian denominations SACRE Link: Identify, name, describe and give accounts in order to build a coherent picture. Explain the similarities and differences between and within religions. Give informed and considered responses to religious and moral issues. Identify and respond to question of meaning and purpose within religion. Skills: Investigation, interpretation, empathy, evaluation, analysis, synthesis, application, expression	Context: Beliefs and Practices. What is the best way for a Christian to show commitment to God? (Christianity) SACRE Link: Explain the meanings of religious language, story and symbolism. Explain similarities and differences between and within religions. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Skills: expression, interpretation, empathy, evaluation, analysis, synthesis

Year 6	Autumn 1	Spring 1	Summer 1
	Context: Beliefs and Meaning. Is anything ever internal? (Christianity) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Identify and respond to questions of meaning and purpose within religion. Give informed and considered responses to religious and moral issues. Skills: Investigation, Empathy, Reflection, Synthesis, Expression	Context: Marriage rites SACRE Link: Identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, stories and symbolism. Give informed and considered responses to religions and moral issues. Skills: Investigation, reflection, empathy, evaluation, analysis, synthesis, expression.	Context: Marriage rites SACRE Link: Identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, stories and symbolism. Give informed and considered responses to religions and moral issues. Skills: Investigation, reflection, empathy, evaluation, analysis, synthesis, expression.
	Autumn 2	Spring 2	Summer 2
	Context: Faith and the Arts. SACRE Link: Explain the meanings of religious language, stories and symbolism. Explain similarities and differences between and within religions. Give informed and considered responses to religious and moral issues. Identify and respond to questions of meaning and purpose within religion. Skills: Investigation, interpretation, reflection, empathy, analysis, expression, synthesis.	Context: Easter. How significant is it for Christians to believe God intended Jesus to die? (Christianity) SACRE Link: Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Identify and respond to questions of meaning and purpose within religion. Skills: Skills: Investigation, reflection, empathy, evaluation, analysis, synthesis, expression. Context: The Gospels. Why are there 4 Gospels and how relevant are they to today? (Christianity)	Context: Easter. Is Christianity still a strong religion 2000 years after Jesus was on Earth? (Christianity) SACRE Link: To identify, name, describe and give accounts in order to build a coherent picture. Explain the meanings of religious language, story and symbolism. Give informed and considered responses to religious and moral issues. Reflect on what might be learnt from religions in the light of one's own beliefs, values and experiences. Skills: Investigation, interpretation, reflection, empathy, analysis, expression, synthesis.:

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Skills and Processes in Religious Education

The following skills and processes are central to religious education and should be reflected appropriately in the learning opportunities provided for pupils in each phase of education:

Investigation this includes asking relevant questions, knowing how to use different types of sources as a way of gathering information and knowing what may constitute evidence for understanding religion(s)

Interpretation this includes the ability to draw meaning from religious artefacts and symbols, works of art, literature and poetry, the ability to interpret religious language and the ability to suggest meanings of religious texts

Reflection this includes the ability to reflect on feelings, relationships, experiences, ultimate questions, beliefs and practices

Empathy this includes the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others, developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow and the ability to see the world through the eyes of others in order to see issues from their point of view

Evaluation this includes the ability to debate issues of religious significance with reference to evidence and argument, and weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience

Analysis this includes distinguishing between opinion, belief and fact and between the features of different religions

Synthesis this includes linking significant features of religion together in a coherent pattern and connecting different aspects of life into a meaningful whole

Application this includes making the association between religions and individual, community, national and international life and identifying key religious values and their interplay with secular ones

Expression this includes the ability to explain concepts, rituals and practices and to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media.

Attitudes in Religious Education

Attitudes such as respect, care and concern should be promoted through the whole of school life. There are some attitudes that are fundamental to education in general and religious education in particular.

Commitment this includes understanding the importance of commitment to a set of values by which to live and a willingness to develop a positive approach to life

Fairness this includes listening to and considering the views of others, a willingness to consider evidence and argument and a readiness to look beyond surface impressions

