

Northlands Primary School and Nursery

Progression of Skills in Religious Education (RE)

	<p style="text-align: center;">Theology</p> <p>There are four knowledge strands for theology:</p> <ul style="list-style-type: none"> A. Where beliefs come from B. How beliefs change over time C. How beliefs relate to each other D. How beliefs shape the way believers see the world 	<p style="text-align: center;">Philosophy</p> <p>There are Three knowledge strands for philosophy:</p> <ul style="list-style-type: none"> A. The nature of knowledge, meaning and existence B. How and whether things makesense C. Issues of right and wrong, good and bad 	<p style="text-align: center;">Human and Social Science</p> <p>There are three knowledge strands for Human & Social Science:</p> <ul style="list-style-type: none"> A. The diverse nature of religion B. Diverse ways in which people practice and express beliefs C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa
EYFS	<ul style="list-style-type: none"> ✓ Give a simple recount of a story used by Christians. ✓ Recognise connections between different Christian beliefs ✓ Give an example of how Christian festivals and celebration show their belief in God. 		
Year 1	<ul style="list-style-type: none"> ✓ Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. ✓ Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs. ✓ Give an example of how Jews use beliefs to guide their daily lives. 	<ul style="list-style-type: none"> ✓ Ask questions about the world around them and talk about these questions. ✓ Begin to make connections between using their senses and what they know about the world around them. ✓ Give a simple reason using the word 'because' when talking about religion and belief. ✓ Using religious and belief stories to talk about how beliefs impact on how people behave. 	<ul style="list-style-type: none"> ✓ Recognise that beliefs can have an impact on a believer's daily life, their family or local community. ✓ Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. ✓ Recognise that beliefs can have an impact on a believer's daily life, their family or local community.

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Year 2	<ul style="list-style-type: none"> ✓ Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. ✓ Recognise different types of writing from within one text. ✓ Recognise that some beliefs connect and begin to talk about these connections. ✓ Give different examples of how beliefs influence daily life. 	<ul style="list-style-type: none"> ✓ Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. ✓ Talk about what people mean when they say they 'know' something. ✓ Give a reason to say why someone might hold a particular belief using the word 'because'. ✓ Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions. 	<ul style="list-style-type: none"> ✓ Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. ✓ Identify evidence of religion and belief especially in the local area. ✓ Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.
Year 3	<ul style="list-style-type: none"> ✓ Show awareness of different sources of authority and how they link with beliefs. ✓ Identify different types of writing and give an example of how a believer might interpret a source of authority. ✓ Recognise that beliefs are influenced by events in the past and present. ✓ Identify some links between beliefs being studied within a religion or worldview. ✓ Show awareness of some of the similarities and differences between and within religions and worldviews. ✓ Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view others. 	<ul style="list-style-type: none"> ✓ Recognise that there are many different religions and non-religious answers to questions people raise about the world around them. ✓ Talk about the difference between knowing and believing. ✓ Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. ✓ Recognise that is difficult to define 'right', 'wrong', 'good' and 'bad'. ✓ Recognise some of the similarities and differences between these ideas. 	<ul style="list-style-type: none"> ✓ Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. ✓ Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews. ✓ Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.

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Year 4	<ul style="list-style-type: none"> ✓ Identify different sources of authority and how they link with beliefs. ✓ Give examples of different writings and different ways in which believers interpret sources of authority. ✓ Identify events in history and society which have influenced some religious and non-religious worldviews. ✓ Make clear links between different beliefs being studied within a religion or worldview. ✓ Identify some of the similarities and differences between and within religions and worldviews. ✓ Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others. 	<ul style="list-style-type: none"> ✓ Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. ✓ Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. ✓ Give a simple reason using the word 'because' when talking about religion and belief. ✓ Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences. 	<ul style="list-style-type: none"> ✓ Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. ✓ Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. ✓ Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.
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Year 5	<ul style="list-style-type: none"> ✓ Describe different sources of authority and how they link with beliefs. ✓ Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. ✓ Describe how events in history and society have influenced some ✓ Describe the connections between different beliefs being studied and link them to sources of authority. ✓ Describe some of the key theological similarities and differences between and within religions and worldviews. ✓ Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. 	<ul style="list-style-type: none"> ✓ Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. ✓ Explain some of the different ways in which philosophers understand abstract concepts ✓ Give a reason to say why someone might hold a particular belief using the word 'because'. ✓ Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences 	<ul style="list-style-type: none"> ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. ✓ Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
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Year 6	<ul style="list-style-type: none"> ✓ Explain different sources of authority and the connections with beliefs. ✓ Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. ✓ Explain connections between different beliefs being studied and link them to sources of authority using theological terms. ✓ Explain the key theological similarities and differences between and within religions and worldviews. ✓ Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others and connect this to other religions. 	<ul style="list-style-type: none"> ✓ Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. ✓ Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. ✓ Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. ✓ Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. 	<ul style="list-style-type: none"> ✓ Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. ✓ Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. ✓ Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
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