

Pinvin C.E. First School

Religious Education Skills and Understanding Progression Chart

	STRAND Knowing about and understanding religions and worldviews.	STRAND Expressing and communicating ideas related to religions and worldviews.	STRAND Gaining and deploying the skills for studying religions and worldviews.		
Reception	<ul style="list-style-type: none"> • Re-tell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Be aware that some religious people have places which have special meaning for them • Talk about some religious stories 	<ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into Islam. • Talk about somewhere that is special to themselves, saying why • Identify some of their own feelings in the stories they hear • Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do 	<ul style="list-style-type: none"> • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. • Identify some significant features of sacred places • Talk about the things that are special and valued in a place of worship • Recognise a place of worship • Recognise some religious words, e.g. about God • Identify a sacred text e.g. Bible, Qur'an 		

Year 1	<p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about different people's beliefs and practices, including festivals, worship, rituals and ways of life. • Talk about some religious and moral stories, talking about sacred writing and sources of wisdom and talk about the traditions from which they come. • Recognise some different symbols and actions which show how people in different communities live. 	<p>By the end of Year 1, pupils should be able to</p> <ul style="list-style-type: none"> • Ask simple questions about what individuals and communities do, and talk about belonging to a community and why it might be important. • Observe and notice different ways of expressing identity and belonging, • Notice some similarities between different religions and worldviews 	<p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> • Recognise and find out about belonging, meaning and truth using words, music, art or poetry. • Find out about of co-operation between people who are different. • Talk about what is right and wrong and what it means to me and all other people. 		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. • Re-tell and suggest meanings to some religious and moral stories, exploring and discussing sacred writing and sources of wisdom and recognising the traditions from which they come. • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities 	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: • Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • Observe and recount different ways of expressing identity and belonging, responding sensitively for myself. • Notice and respond sensitively to some similarities between different religions and world views. 	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: • Explore questions about belonging, meaning and truth so they can express their own ideas and opinions in response using words, music, art or poetry. • Find out about and respond with ideas to examples of co-operation between people who are different. • Find out about questions of right and wrong and begin to express my ideas and opinions in response. 	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to: 	<ul style="list-style-type: none"> • By the end of Year 2, pupils should be able to:
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Year 3	<p>By the end of Year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimage and the rituals which mark important points in life, in order to reflect on their significance. • Describe and understand links between stories and other aspects of the communities that I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. 	<p>By the end of Year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions worldwide so that I can explain, with reasons, their meanings and significance to individuals and communities. • Understanding the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life. • Observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences within and between different religions and worldviews. 	<p>By the end of Year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Discuss and present thoughtfully my own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. • Consider and apply ideas about the ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about communities, values and respect. • 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>By the end of Year 3, pupils should be able to:</p>	<p>By the end of Year 3, pupils should be able to:</p>
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Year 4	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimage and the rituals which mark important points in life, in order to reflect on their significance. • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. 	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldwide so that I can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life. • Observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences within and between different religions and worldviews. 	<p>By the end of Year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Discuss and present thoughtfully the my own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own in different forms including (e.g.) reasoning, music, art and poetry. • Consider and apply ideas about the ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about communities, values and respect. • 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>By the end of Year 4, pupils should be able to:</p>	<p>By the end of Year 4, pupils should be able to:</p>
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