









# Whitstable Junior School


## Progression in RE skills

<p style="text-align: center;"><b>Key Learning Focus</b></p>	<p style="text-align: center;">Where the children have come from. (KS1)</p>	<p style="text-align: center;">Years 3 &amp; 4</p>	<p style="text-align: center;">Years 5 &amp; 6</p>
<p style="text-align: center;">Thinking about religion and belief</p> 	<ul style="list-style-type: none"> <li>• Recall features of religious, spiritual and moral stories and other forms of religious expression.</li> <li>• Recognise and name features of religions and beliefs.</li> <li>• Retell religious, spiritual and moral stories.</li> <li>• Identify how religion and belief is expressed in different ways.</li> <li>• Identify similarities and differences in features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between beliefs, stories and practices.</li> <li>• Identify the impacts of beliefs and practices on people’s lives.</li> <li>• Identify similarities and differences between religions and beliefs</li> <li>• Comment on connections between questions, beliefs, values and practices.</li> <li>• Describe the impact of beliefs and practices on individuals, groups and communities.</li> <li>• Describe similarities and differences within and between religions and beliefs.</li> <li>• Make links between beliefs, stories and practices.</li> <li>• Identify the impacts of beliefs and practices on people’s lives.</li> <li>• Identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Explain connections between questions, beliefs, values and practices in different belief systems.</li> <li>• Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</li> <li>• Explain how and why differences in belief are expressed.</li> <li>• Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.</li> <li>• Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.</li> <li>• Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul>

<p><b>Key Learning Focus</b></p>	<p>Where the children have come from. (KS1)</p>	<p>Years 3 &amp;4</p>	<p>Years 5 &amp; 6</p>
<p>Enquiring, investigating and interpreting</p> 	<ul style="list-style-type: none"> <li>• Identify what they find interesting and puzzling in life.</li> <li>• Recognise symbols and other forms of religious expression</li> <li>• Recognise that some questions about life are difficult to answer.</li> <li>• Ask questions about my own and others' feelings and experiences.</li> <li>• Identify possible meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and connect features of religions and beliefs.</li> <li>• Ask significant questions about religions and beliefs</li> <li>• Describe and suggest meanings for symbols and other forms of religious expression</li> <li>• Gather, select, and organise ideas about religion and belief</li> <li>• Suggest answers to some questions raised by the study of religions and beliefs</li> <li>• Suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>• Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>• Recognise and explain diversity within religious expression, using appropriate concepts.</li> <li>• Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• Interpret religions and beliefs from different perspectives</li> <li>• Interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>

Key Learning Focus	Where the children have come from. (KS1)	Years 3 & 4	Years 5 & 6
<p>Beliefs and teachings (what people believe)</p> 	<ul style="list-style-type: none"> <li>• Recount outlines of some religious stories</li> <li>• Retell religious stories and identify some religious beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some religious beliefs and teachings of religions studied, and their importance</li> <li>• Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> <li>• Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</li> </ul>
<p>Practices and lifestyles (what people do)</p> 	<ul style="list-style-type: none"> <li>• Recognise features of religious life and practice</li> <li>• Identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how some features of religions studied are used or exemplified in festivals and practices</li> <li>• Show understanding of the ways of belonging to religions and what these involve</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> <li>• Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</li> </ul>

<p><b>Key Learning Focus</b></p>	<ul style="list-style-type: none"> <li>• Where the children have come from. (KS1)</li> </ul>	<p>Years 3 &amp;4</p>	<ul style="list-style-type: none"> <li>• Years 5 &amp; 6</li> </ul>
<p>Identity and experience (making sense of who we are)</p>  <p><b>identity</b></p>	<ul style="list-style-type: none"> <li>• Identify aspects of own experience and feelings, in religious material studied</li> <li>• Respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul>	<ul style="list-style-type: none"> <li>• Compare aspects of their own experiences and those of others, identifying what influences their lives</li> <li>• Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed responses to questions of identity and experience in the light of their learning</li> <li>• Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
<p>Meaning and purpose (making sense of life)</p> 	<ul style="list-style-type: none"> <li>• Identify things they find interesting or puzzling, in religious materials studied</li> <li>• Realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• Compare their own and other people's ideas about questions that are difficult to answer</li> <li>• Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed responses to questions of meaning and purpose in the light of their learning</li> <li>• Express my views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>

<p><b>Key Learning Focus</b></p>	<ul style="list-style-type: none"> <li>• Where the children have come from. (KS1)</li> </ul>	<ul style="list-style-type: none"> <li>• Years 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• Years 5 &amp; 6</li> </ul>
<p>Values and commitments (making sense of right and wrong)</p> 	<ul style="list-style-type: none"> <li>• Identify what is of value and concern to myself, in religious material studied</li> <li>• Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> <li>• Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> <li>• Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</li> </ul>