

Newnham Croft Primary School – Religious Education Skills Progression

Religious Education skills at the school are split into different categories: Learning about Religion and Belief and Learning from Religions and Belief.

	Reception	KS1	Lower KS2	Upper KS2
Learning about Religion and Belief	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> • Begin to name the different beliefs and practices of Christianity and at least one other religion • To respond to some of the religious and moral stories from the bible and at least one other religious text, special book other than Christianity • Show how different people celebrate aspects of religion • 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/vocabulary related to Christianity and at least one other religion 	<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 • 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 a range of different religions 	<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
Learning from Religion and Belief		<ul style="list-style-type: none"> • Begin to suggest meanings of some religious and moral stories • Either ask or respond to questions about what individuals and faith communities do • 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 	<ul style="list-style-type: none"> • Suggest and find meanings behind different beliefs and practices and respond to them • 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 • Express their thoughts and ideas giving good reasons for those ideas • 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 	<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.