Hamilton Academy

RE: Progression of Skills

Purpose of study: The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory- guidance-2010#history
https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/buckinghamshire-agreed-syllabus-for-religious-education/a-model-for-religious-education/

Our curriculum is building on the skills learned in our Early Years

ELG: Past and Present
Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: People, Culture and Communities
Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction

SKILLS						
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
UNDERSTANDING BELIEFS AND TEACHINGS	• Describe some of the main festivals or celebrations of a religion • Recount outlines of some religious stories, including the key figures	• Retell religious stories • Identify some religious beliefs and teachings • Begin to identify what the stories teach believers	• Describe the key teaching and belief of the religions studied • Refer to religious figures and holy books to explain answers	• Describe the key beliefs and teachings of the religions studied • Identify connections between beliefs and teachings within each religion studied	• Explain how some teaching and beliefs are shared between religions • Explain how religious or non-religious beliefs shape the lives of individuals and communities • Recognise and explain the impact of beliefs on individuals and communities • Recognise the religious vocabulary associated with different religious practices and beliefs	• Make comparisons between the key beliefs, teachings and practices of the religions studied • Explain how some beliefs and teachings make a difference to the lives of individuals and communities, including non-religious worldviews • Use religious and philosophical vocabulary to suggest meanings for different religious practices and beliefs
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
UNDERSTANDING PRACTICES AND LIFESTYLES	• Recognise, name and describe some religious artefacts and places • Recognise features of religious life and practice • Identify which religion those practices and artefacts are from	• Identify some religious practices; know that some are characteristic of more than one religion • Identify how religion and belief are expressed in different ways • Begin to identify the meaning of certain practices	• Identify religious artefacts, symbols and rituals; explain how and why they are used • Explain some of the religious practices of both religious leaders and individuals • Describe how some features of the religions studied are used in festivals and practices	• Identify religious buildings and symbols; explain their meaning, how they are used and what they mean to people • Identify and describe the impact of beliefs and practices on individuals, groups and communities • Comment on connections between questions, beliefs, values and practices and show an understanding of how this influences how people live and behave	• Recognise the different sources of inspiration and influence on people's lives; show an understanding the role of sources of authority within religious contexts • Explain how selected features of religious life and practice make a difference to the lives of individuals and communities • Explain connections between questions, beliefs, values and practices in different belief systems and the influence this has on communities	• Recognise the different sources of inspiration and influence on people's lives; discuss the positive and negative impact these might have on individuals and communities • Compare and contrast the lifestyles of different faith groups • Explain the significance and influence of practices of faiths to the lives of individuals and communities • Explain some of the opportunities and challenges that arise from the variety of religions and beliefs in our modern world
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
UNDERSTANDING HOW BELIEFS ARE CONVEYED	• Recognise some religious symbols and words • Name some religious symbols • Recognise that religions share things in common • Recognise the difference between religious and non-	• Explain the meaning of some religious symbols • Suggest meanings in religious stories and language used • Recognise that religions share things in common and have real differences	• Recognise and describe religious rituals with a clear understanding of which religion it relates to. • Make links between religious symbols, language, stories, lifestyles and the beliefs or ideas	• Understand how religious beliefs, ideas and feelings can be expressed in a variety of forms, using appropriate vocabulary • Make links between religious beliefs and the practices, lifestyles and	• Explain some of the different ways that individuals show their beliefs • Explain how some forms of religious expression are used differently by individuals and	• Make comparisons between beliefs, concepts, practices, lifestyles and attitudes of different faith communities and non-religious people • Relate the beliefs, concepts and practices explored to

	religious practices • Recognise the religious experience in the context of the beliefs and practices of specific faiths.	• Recognise the religious experience in the context of the beliefs and practices and the feelings that arise for the believers.	that underlie them • Recognise different religions; identify similarities and differences between beliefs and teachings about God	attitudes of religious people • Describe similarities and differences between beliefs and teachings about God, the world and humanity	communities • Make links between beliefs and concepts and the practices, lifestyles and attitudes of religious and non-religious people • Raise questions about what different religions and non-religious people believe, value and about how they live their lives	their own experience, views and way of living • Research what different religions and non-religious views are of important beliefs, ideas and issues, including sources of authority such as sacred texts and key figures
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
REFLECTION AND CRITICAL THINKING	• Listen carefully to the experiences of other people • Express themselves sensitively when sharing their own views • Recognise similarities and differences between their experience to that of someone else. • Identify things they find interesting or puzzling in religious materials studied • Form appropriate, relevant questions about the religions they explore	• Ask appropriate questions about the religions they explore and can give a reason for theirs and others' beliefs and opinions • Identify their own and ask about others' feelings and experiences in sensitive and appropriate ways • Respond sensitively, and in a variety of ways, to the experiences and feelings of others, including those with a faith • Compare their own experiences to that of someone else, sensitively • Realise that some questions that cause people to wonder are difficult to answer	• Form thoughtful, relevant questions • Ask questions about religion and belief that help them find out more about different beliefs and practices • Form their own views to questions of stimuli • Explain their responses to the beliefs and practices being explored • Compare own and other people's ideas about questions that are difficult to answer • Recognise how to enquire into questions raised about what religions hold as important	• Ask questions about religion and belief that help them find out more about different beliefs and practices, comparing these with their own • Ask thoughtful, searching questions about what is important to themselves and why • Explain their responses to the beliefs and practices being explored, giving reasons for their views • Recognise how to enquire into how important beliefs are expressed personally and within communities	• Begin to identify and form their own responses to ultimate questions • Ask thoughtful, searching questions about their own responses to ultimate questions • Recognise the link between religious and non-religious beliefs and responses to ultimate questions and understand why there are differences in those responses • Make informed responses to questions of identity, experience, meaning and purpose based on learning (using relevant sources and evidence) • Understand how to enquire into questions raised by the study of religious and non-religious beliefs	• Explain their own responses to ultimate questions • Ask others thoughtful questions about their responses to ultimate questions • Compare and contrast their responses to those of others in the class • Explain why their own answers to ultimate questions may differ from those of others • Identify the influence of beliefs, concepts and lifestyle on responses to ultimate questions and viewpoints • Discuss and express their own views on questions of identity, meaning, purpose and morality (relating these to a range of faiths) • Suggest lines of enquiry to address questions raised by the study of religions and non-religious beliefs and ultimate questions
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
UNDERSTANDING THE VALUE OF BELIEF	• Identify what is of value and concern to self through religious material studied • Identify the feelings linked to their important experiences	• Identify things that are important in their own life and others' • Recognise how their experience and feelings affect themselves and	• Recognise who and what inspires themselves and others; where is most important to them • Identify their own values • Consider what beliefs show	• Recognise who, how and what inspires themselves and others; explain how this affects their behaviour • Identify what is most important to them in terms	• Discuss the impact of religion on individuals and communities • Express own values and remain respectful of those with different values	• Discuss the impact of religion on individuals and communities, supporting their views with good reasons linked to evidence and examples

	• Recognise that religious experiences and concepts are significant to believers • Think about what they can learn from others.	others • Recognise how religious experiences and concepts make a difference to how people live • Think about what they can learn from the religions to help them understand their own experience, feelings and beliefs	us about what is of importance to human beings • Make links between what is of value to religious people through exploration of religious beliefs, concepts and practices.	of people, places, celebrations and beliefs • Recognise how different values affect theirs and other people's lives • Explain what beliefs and practices show us about what is of importance to individuals and communities	• Suggest common human values and responsibilities (including religious ones) based on learning • Recognise and explain diversity within religious expression, using appropriate concepts	• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules) • Explain why different religious communities or individuals may have a different view of what is right/wrong • Use different techniques appropriately to reflect deeply on people's values, responsibilities and experiences (including religious ones)