



DOG KENNEL HILL PRIMARY SCHOOL

RE Progression of Knowledge and Skills Map



KNOWLEDGE/ SKILL	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LEARNING ABOUT RELIGION	<p>Recall features of religious, spiritual and moral stories and other forms of religious expression.</p> <p>Recognise and name features of religions and beliefs.</p> <p>Recount outlines of some religious stories.</p> <p>Recognise some religious symbols and words.</p> <p>Recognise features of religious life and practice.</p>	<p>Retell religious, spiritual and moral stories.</p> <p>Identify how religion and belief is expressed in different ways.</p> <p>Identify similarities and differences in features of religions and beliefs.</p> <p>Retell religious stories and identify some religious beliefs and teachings.</p> <p>Suggest meanings in religious symbols, language and stories.</p> <p>Identify some religious practices, and know that some are characteristic of more than one religion.</p>	<p>Make links between beliefs, stories and practices.</p> <p>Identify the impacts of beliefs and practices on people's lives.</p> <p>Identify similarities and differences between religions and beliefs.</p> <p>Describe some religious beliefs and teachings of religions studied, and their importance.</p> <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p> <p>Describe how some features of religions studied are used or exemplified in festivals and practices.</p>	<p>Comment on connections between questions, beliefs, values and practices.</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>Describe similarities and differences within and between religions and beliefs.</p> <p>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</p> <p>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Explain how and why differences in belief are expressed.</p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p> <p>Explain how some forms of religious expression are used differently by individuals and communities.</p> <p>Explain how selected features of religious life and practice make a difference to the lives</p>	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.</p> <p>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate.</p> <p>Compare the different ways in which people of faith communities express their faith.</p>



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LEARNING FROM RELIGION	<p>Identify what they find interesting and puzzling in life.</p> <p>Identify aspects of own experience and feelings, in religious material studied.</p> <p>Identify what is of value and concern to themselves, in religious material studied.</p>	<p>Recognise that some questions about life are difficult to answer.</p> <p>Ask questions about their own and others' feelings and experiences.</p> <p>Respond sensitively to the experiences and feelings of others, including those with a faith.</p> <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>	<p>Investigate and connect features of religions and beliefs.</p> <p>Ask significant questions about religions and beliefs.</p> <p>Compare their own and other people's ideas about questions that are difficult to answer.</p> <p>Compare aspects of their own experiences and those of others, identifying what influences their lives.</p> <p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p>	<p>some symbols, stories and language.</p> <p>Show understanding of the ways of belonging to religions and what these involve.</p> <p>Gather, select, and organise ideas about religion and belief.</p> <p>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</p> <p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	<p>of individuals and communities.</p> <p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>Make informed responses to questions of meaning and purpose in the light of their learning.</p> <p>Make informed responses to questions of identity and experience in the light of their learning.</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p>	<p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals.</p> <p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.</p> <p>Interpret religions and beliefs from different perspectives.</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p> <p>Express their views on some fundamental questions of identity, meaning, purpose and morality.</p> <p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to.</p>
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