

LEYS FARM JUNIOR SCHOOL

RE PROGRESSION OF KNOWLEDGE AND SKILLS

Pre-KS2 (KS1)	Year 3	Year 4	Year 5	Year 6
<b>Understanding Religion and Faith</b>				
Understand what a belief is and why it is important to people. Understand that there is more than one belief system.	Compare and contrast beliefs and faiths (e.g. how Muslims and Christians differ in daily prayer routines).	Compare beliefs and faiths and begin to suggest reasons for the differences and similarities.	Compare beliefs and faiths, and give coherent reasons for the differences and similarities.	Compare and contrast beliefs and faiths, relating it to their own heritage and to other cultures around the world.
<b>Questioning</b>				
Ask and answer simple questions about what they have seen or heard. Show curiosity by voluntarily asking questions about what they have seen, heard or read.	Start to frame questions and answers in ways that are relevant to RE.	Ask and answer relevant questions (ego about cause and change).	Ask and answer theologically valid questions (e.g. about sensitivity, reliability, perspective).	Regularly ask and answer perceptive questions in theologically valid ways.
<b>Reading</b>				
Access (read or listen to) religious poems, stories and non-fiction. Read, hear and discuss religious literature; start to make own selections.	Select and discuss literature that is explicitly and implicitly religious.	Discuss a wide range of religious literature and start to link to other faiths.	Make reading recommendations to their peers	Make reading recommendations and politely critique recommendations from their peers.
<b>Using Texts</b>				
Explain the difference between fiction and non-fiction Show some understanding of the ways we can find out about religion (ego books, internet, museums, photos)	Explain the difference between primary and secondary sources. Start to show awareness that there are different ways to represent religious information.	Start to explain relevance and reliability Recognise that 'facts can vary depending on the source, and begin to suggest reasons for this.	Explain relevance and reliability. Begin to explain how 'facts' are interpreted to support opinions. Select and organise information from more than one source to construct an informed response.	Start to understand the idea of 'tertiary' sources. Explain and critique the way 'facts' are used and interpreted to support opinions.

Use parts of religious stories to show that they understand. Identify ways that religion is presented and represented (e.g. fiction, images, maps). Start to explain a personal response to (parts of) books and religious texts.	Explain a personal response to books and religious texts.	Use references to explain their opinions.		Use careful and sensitive selections of information to politely critique their peers' opinions.
<b><i>Finding Morals</i></b>				
Understand that some stories have a hidden 'message', for example Recognise and start to explain the moral of a story.	Explain the moral (purpose) of a story and start to put it into a religious context.	Explain the purpose of religious stories and how they impact on practice(s).	Find links between stories within and between beliefs and faiths.	Explain how religious stories fulfil their purpose.
<b><i>Insight vs Knowledge</i></b>				
Demonstrate an understanding that other people have knowledge. Demonstrate a respect for other people's knowledge.	Start to show awareness of other people's insights.	Show respect for other people's insights.	Show an interest in other people's insights.	Explain the difference between knowledge and insights.
<b><i>Respect &amp; Empathy</i></b>				
Start to show respect through their actions (e.g. following school or class rules). Explain own views politely Demonstrate respect for others (e.g. by choosing to help each other). Listen courteously (e.g. take turns to explain views).	Consistently show respect for others through their manners and actions. Verbalise someone else's opinion, including when it differs from their own.	Demonstrate good manners and start to cope with / compensate for non-reciprocation Share and discuss opinions, comparing and contrasting politely where appropriate.	Demonstrate good manners and sensitively deal with others' lack of manners. Explain how people can show respect for other religions (opinions).	Start managing other people's insensitivity in appropriate and courteous ways. Explain how and why people might decide not to show respect or tolerance for other people's religions, faiths and opinions.
<b><i>Right and Wrong</i></b>				

Demonstrate an understanding of right and wrong. Understand the concept of right and wrong, and accept that other people and other faiths may view this differently.	Explain some other people's and other faiths' views on right and wrong.	Explore their own and others' views on morality.	Discuss moral dilemmas, referring to faith and culture, including areas considered right by some and wrong by others.	Make reasoned judgments about morality and reassess their own values in response.
<b><i>Social Skills</i></b>				
Show awareness that different behaviour might be needed in a religious setting Demonstrate awareness of the 'rules' for behaviour in a religious setting.	Start to modify their behaviour to follow the 'rules' of a religious settings.	Start to modify everyday behaviour to respect/include friends from different religious backgrounds.	Modify everyday behaviour to respect/include peers and strangers.	Show an interest in, and explain, how diverse communities and societies function.