

## Religious Education Skills Progression

At Great Horwood school we use the Buckinghamshire agreed syllabus and follow the Oxford Diocese scheme of work alongside units from Understanding Christianity.

**THEOLOGY (BELIEVING)** Knowledge and understanding of:

- Key beliefs and practices of a range of world views studied
- Where beliefs come from: texts and stories
- How beliefs are interpreted differently and change over time

As part of the GHW two-year cycle pupils will be taught to:

	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• Recognise the core beliefs of the world views studied including Christianity &amp; Judaism.</li> <li>• Identify and name beliefs, places of worship, and religious leaders using simple vocabulary</li> <li>• Recall a variety of religious stories used for different purposes</li> <li>• Recognise religious symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and give a simple account of some of the core beliefs of the religions studied</li> <li>• Suggest the meanings of religions and non-religious symbols</li> <li>• Retell a selection of key stories, making links to the core beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)</li> <li>• Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the lives of the most important religious figures and their place within the belief system</li> <li>• Suggest meaning for the various kinds of writing found within sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders</li> <li>• Demonstrate how stories from a range of traditions have been and can be interpreted differently</li> <li>• Use technical &amp; religious language to identify the different writings within sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the role of inspiration in the creation of sacred texts and the lives of leaders</li> <li>• Explain the connections and importance between sacred texts and beliefs using theological terms</li> <li>• Give examples of some of the ways that beliefs have changed over time</li> </ul>

**HUMAN SOCIAL SCIENCES (LIVING)** Exploring:

- How beliefs are expressed,
- Participation in faith communities
- Diversity of beliefs in action personally, locally and globally
- The impact of beliefs on the actions of individuals and communities

As part of the GHW two-year cycle pupils will be taught to:

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• Suggest what believers can learn from stories</li> <li>• Give examples of religious practices</li> <li>• Give simple examples of how the stories and beliefs influence the behaviour of believers</li> <li>• Make simple links between</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of the festivals and rituals that link to key beliefs (Christmas, Easter, Sukkot, Hannukah, Diwali)</li> <li>• Give simple examples of how stories influence the behaviour of believers</li> <li>• Suggest ways that believers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key practices of a faith in the family and community</li> <li>• Identify some of the differences between denominations or sects</li> <li>• Describe how beliefs influence worship and guide lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between the texts studied and the practice of faith in the community and family</li> <li>• Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear links and connections between the texts and concepts studied and differences in widespread practice between denominations</li> <li>• Describe the actions of believers in their communities, locally and</li> </ul>	<ul style="list-style-type: none"> <li>• Show how believers put their beliefs into practice in diverse ways (e.g. different denominations and sects) particularly in questions about life and death</li> <li>• Show how inspiration might play a part in how believers interpret the</li> </ul>

beliefs and behaviours	<p>show their relationship with God</p> <ul style="list-style-type: none"> <li>• Give examples of how beliefs are linked to worship and prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest how stories and teachings might make a difference to the way people think and behave</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key ideas that believers may find helpful or inspiring in guiding them to live a good life</li> </ul>	<p>globally that demonstrate commitment</p> <ul style="list-style-type: none"> <li>• Recognise the impact that believers' actions have on their local communities</li> </ul>	<p>texts</p> <ul style="list-style-type: none"> <li>• Show how interpretation of texts might lead believers to take courageous actions and show commitment</li> <li>• Weigh up the impact of believers' actions globally</li> </ul>
------------------------	---	--	---	--	---

**PHILOSOPHY (THINKING)** Making connections to their own and others' lives by:

- Comparing and contrasting
- Questioning and exploring beliefs
- Using evidence and reasoning to form responses arguments and evaluations

As part of the GHW two-year cycle pupils will be taught to:

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• Take part in discussions about their own experiences in the light of the religious knowledge gained</li> <li>• Express their own opinions in an age-appropriate way</li> <li>• Suggest ways that belief affects the way believers live</li> <li>• Make simple comparisons to their own lives</li> <li>• Ask questions about the beliefs and practices of others</li> </ul>	<ul style="list-style-type: none"> <li>• Talk confidently about their own experiences in the light of the religious knowledge gained</li> <li>• Express their own opinions simply with justification from religious sources</li> <li>• Recognise some similarities and differences between religions and individuals</li> <li>• Talk about the differences that beliefs make to the way people live</li> <li>• Ask questions about the beliefs and practices of others</li> <li>• Show respect and understanding for different beliefs and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society</li> <li>• Make links and connections between beliefs, festivals, places of worship, sacred texts</li> <li>• Describe how the stories and teachings studied might make a difference to the way the pupils think and behave</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between beliefs and key life events using technical religious vocabulary</li> <li>• Make links and connections between the teachings of religious figures and current leaders</li> <li>• Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</li> <li>• Support their opinions with justifications or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of the way believers actions impact communities, locally and nationally</li> <li>• Make links between beliefs and decision-making in daily life</li> <li>• Compare religious and non-religious responses to the big questions of life</li> <li>• Respond to other' opinions and challenge ideas appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between religious beliefs and ethical and moral choices and actions</li> <li>• Ask questions about the key ideas from the world views studied that help inspire life choices</li> <li>• Compare, contrast, and evaluate the impact that actions have on their communities, locally and globally and comment on how positive this may be</li> <li>• Evaluate their own and others' opinions and explain how their thinking has changed</li> </ul>