

## Progression of Skills in RE

At Barrington, it is our aim to ensure the teaching of RE is part of a broad and balanced curriculum. Our children acquire and develop knowledge and understanding of Christianity and the other principal world religions; they develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. Children are also encouraged to develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom; they are supported to develop positive attitudes of respect towards other people who hold views and beliefs different from their own; towards living in and contributing to an inclusive and caring community and a society of diverse religions. We encourage all children show respect to everyone, just as Jesus told his disciples, to love one another. We especially emphasise the importance of showing respect and tolerance when there are differences of faith or beliefs.

### Attainment target 1: AT1 - Learning about religion and belief

INTENT							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Beliefs and teachings (what people believe)</b>		Recall the different beliefs and practices of Christianity and at least one other religion.	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Recall the different beliefs and practices of Christianity and at least one other religion.	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Begin to make connections between different belief and practices of all religions.	Make connections between different belief and practices of all religions.
<b>Practices and lifestyles (what people do)</b>	Children talk about similarities and differences between themselves and others, among families, communities and traditions;	To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Retell some of the religious and moral stories from at least three different religious texts and books.	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 stories, beliefs and practices from different religions including differences and similarities. To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.	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.
<b>Expression and language (how people express themselves)</b>		Show how different people celebrate aspects of religion.	Begin to understand what it looks like to be a person of faith.	Understand what it looks like to be a person of faith.	Begin to compare directly different responses to ethical questions looking at a range of different religions.	Articulate and begin to apply the different responses to ethical questions from a range of different religions.	Articulate and apply the different responses to ethical questions from a range of different religions
<b>Skills AT2 - Learning from religion and belief</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Identity and experience (making sense of who we are)</b>	Begin to know about their own cultures and beliefs and those of other people.	Begin to talk about and find meanings behind different beliefs and practices.	Talk about and find meanings behind different beliefs and practices.	Suggest and find meanings behind different beliefs and practices.	Respond to meanings behind different beliefs and practices.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.	To reflect and respond to the significance of meaning behind different beliefs and practices.
<b>Meaning and purpose (making sense of life)</b>	Explore, observe and find out about places and objects that matter in different cultures and beliefs.	Begin to suggest meanings of some religious and moral stories. Either ask or respond to questions about what individuals and faith communities do.	Suggest meanings of some religious and moral stories. Ask and respond to questions about what individuals and faith communities do.	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.	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 respond thoughtfully to a range of sacred writings/stories. Provide good reason for what they mean to different faith communities. Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.	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.

<b>Values and commitments (making sense of right and wrong)</b>		Express their own ideas creatively.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.	Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.	Begin to make connections between their own ideas and others.	Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.	Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.
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**IMPLEMENTATION**

<b>Vocabulary</b>	Jesus God Bible Christian Church Hindu Diwali Rama & Sita Temple Celebrations Festivals	Quran Torah Mosque Synagogue					
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**IMPACT**

<b>Assessment opportunities</b>							
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