

Woodlands RE Skills progression

Ongoing skills	Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving.							
Developing Attitudes	Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.							
		R	Y1	Y2	Y3	Y4	Y5	Y6
		I can talk about a practice from a religion. e.g. praying and singing in Church, reading the Bible, Christenings, Harvest, lighting candles	I can talk about a practice from more than 1 religion. e.g. worship: praying and singing in Church/ Synagogue e.g. festivals of light- Advent, Diwali, Hanukkah e.g. Practices: Shabbat, Mezuzah, reading from the Torah	I can talk about a practice from a religion and compare it to practices I know in other religions. e.g. ritual prayer (Islam), reading of the Bible /Qu 'ran, praying in a Church/Mosque/ Tahid (belief in One God- Islam)	I can discuss why worshippers choose to attend a particular place of worship and what it means to 'belong'. e.g. praying in a mosque/ Salat (prayer)	I can discuss why worshippers choose to attend a particular place of worship and what it means to 'belong', reflecting how this may look for different faiths.	I can discuss and give reasons for my opinions on existential concepts. e.g. 'What is forgiveness'?- how different religions show forgiveness and effect on existence in this world/after life	I can explore and make personal informed responses to philosophical questions, based on a range of religions. e.g. 'What is eternity'?/ Forgiveness and Easter- promise of eternal life
		I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. e.g. Christmas/Easter/Diwali/Eid/Jesus & first disciples/ Good Samaritan	I can retell a religious story from more than one religion using prompts and know that it is from a sacred text and is special to some people. e.g. Christmas/Easter/ Moses/ Joseph/ Hanukah/Esther / Rama and Sita (Diwali)	I can retell religious stories from several religions using prompts and know that they are from sacred texts and are special to some people. e.g. Muhammad (pbuh), The boy who threw stones at trees (Islam) e.g. David and Goliath (Judaism/Christianity), Jesus calms the storm, Parables, Zacchaeus (Christianity)	I can make connections between different stories and what they teach followers of different religions / worldviews. e.g. Christianity (healing of paralysed man/Blind man, Jairus' daughter) , Islam (Night of Power) and Humanism.	I can consider and discuss examples of key leaders/sayings in stories from different religions or world views and what they demonstrate about that religion/ world view e.g. Moses- Passover Sikhism- Guru Nanak Guru Grnath Sahib (equal before God) Jesus- Incarnation	I can consider and compare examples of key people/sayings in stories from different religions or world views as and what they demonstrate about that religion/world view. e.g.: Hindu morning prayer the "Gayatri Mantra/ the Hindu saying, "True happiness consists of making other people happy."	I can consider and discuss examples of a range of key people in stories/sayings/tenets from different religions or world views and what they demonstrate about the religion or world view as a 'peacemaker'. e.g. Jesus, Love your neighbour, 10 Commandments, sayings of Muhammad (pbuh) etc.
		I can recognise some religious symbols and words.	I can recognise and write/draw some religious symbols and	I can recognise some different symbols and actions which express a	I can explore and describe some beliefs, symbols	I can explore and describe some beliefs, symbols and	I can explore and describe some beliefs, symbols and	I can explore and describe a range of beliefs, symbols and

		e.g. cross, candles, Easter eggs	<p>words.</p> <p>e.g. cross, candles (advent, Hanukkah, Diwali)</p>	<p>community's way of life, appreciating some similarities between communities.</p> <p>e.g. worship- places of worship, prayer, singing, crescent moon and star (Islam), cross (Christianity), reading the Bible/Qur'an</p> <p>e.g. Islam- birth ceremony/wedding ceremony</p>	<p>and actions in Islam to demonstrate that I understand the Muslim way of life and ways of expressing meaning.</p> <p>e.g. 99 names of Allah/geometric art/ 5 pillars of Islam</p>	<p>actions in Sikhism to demonstrate that I understand their way of life and expressing meaning.</p> <p>e.g. 5ks, all equal, Amrit ceremony, Vaisakh/Baisakh (festival encouraging sharing), Bandhi Chhor Divas (Festival of light)</p>	<p>actions in Hinduism to demonstrate that I understand the Hindu way of life and way of expressing meaning.</p> <p>e.g. Puja- prayer/ Symbols- Aum, Swastika, Lotus flower/ visiting the Ganges/ Holi and Diwali</p>	<p>actions to demonstrate that I understand different ways of life and ways of expressing meaning in all major religions.</p>
			<p>I can see how I can work together with others, even if we have differences.</p> <p>e.g. Creation: looking after the world</p>	<p>I can say ideas which are important to me and can say what I think to be right and wrong based on my beliefs.</p>	<p>I can explore and describe some ideas which are important to people of faith and discuss why these ideas may be contentious.</p> <p>e.g. miracles of Jesus. Easter and the resurrection</p>	<p>I understand the commitment and dedication needed for those who follow a religion or non-religious world view.</p> <p>e.g. Passover/Shabbat</p> <p>5Ks (Sikhism)</p>	<p>I can discuss issues about community cohesion and demonstrate understanding of different perspectives.</p>	<p>I can explore moral and ethical questions in our world, using informed examples.</p> <p>e.g. What is eternity?/What is the greatest commandment?</p>
			<p>I can recall and name different beliefs and practices in Judaism, and Christianity: including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p> <p>e.g. Festivals of light/ reading of Torah/Mezuzah/ Worship in Church/ Baptism/Shabbat etc</p>	<p>I can recall and name different beliefs and practices in Judaism, Islam and Christianity, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p> <p>e.g. reading from the Bible/Qu' ran, Parables/ Easter/ Christmas</p> <p>e.g. Islam- birth ceremony/ wedding ceremony/ Salat (prayer)</p> <p>e.g. Judaism- Synagogue as a place of worship and reading the Torah</p>	<p>I can explore belief in action and make connections with my own life and communities.</p> <p>e.g. prayer, charity, fasting, pilgrimage, places of worship etc</p>	<p>I can explain the beliefs in Judaism, Christianity, Sikhism and the Baha'i faith clearly, reasonably and coherently.</p>	<p>I can explain the beliefs and practices of several religions and worldviews which I have encountered clearly, reasonably and coherently and with examples.</p>	<p>I can explore eyewitness accounts of phenomena and how these events may be explained through psychological or theological explanations and different ways of seeing the world.</p>

			<p>I can retell and suggest meanings for some religious and moral stories.</p> <p>e.g. Zacchaeus- God loves everyone</p>	<p>I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>e.g. Stories from the Bible/Qu' ran</p>	<p>I can describe and understand links between stories and other aspects of Christianity.</p> <p>E.g. Easter/communion</p>	<p>I can describe and understand links between stories and other aspects of Sikhism, Christianity and Judaism</p> <p>e.g. 5ks/ Easter- forgiveness/ Christmas- Incarnation/ Moses- Passover</p>	<p>I can explain how history and culture can influence an individual and how some question these influences.</p> <p>e.g. True meaning of Easter/ Christmas for Christians</p>	<p>I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>e.g. Love your neighbour (Jesus)/sayings of Muhammad (pbuh)</p>
		<p>I can talk about my own experiences and can link these to the communities to which I belong.</p> <p>e.g. special objects, Christmas, Easter, weddings, christenings, Eid etc</p>	<p>I have started to share my opinions and say what is important to me and to others.</p> <p>e.g. Christmas, weddings, christenings, prayer, festivals of light, creation, friendship.</p>	<p>I can ask 'who', 'what' and 'when' questions when exploring a religion and provide answers to these questions when asked them.</p>	<p>I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.</p> <p>e.g. Humanism- looking after the world/ creation (Christianity/Islam/Judaism)</p> <p>e.g. Hinduism- naming ceremony/ Christianity- Christenings</p>	<p>I can discuss the nature of religion and compare the main disciplines which we have studied.</p>	<p>I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>e.g. Easter-for Christians this symbolises God's plan for eternal life/forgiveness</p>	<p>I can explore the 'Golden Rule' (treating others as you want to be treated) and consider thoughtfully and respectfully how this affects my own and others' lifestyles.</p> <p>e.g. Love your neighbour/ 10 commandments</p>
		<p>I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.</p> <p>e.g. belong to a family/ school</p>	<p>I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.</p>	<p>I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Allah, God, the Torah, The Bible, The Koran, stories etc.</p>	<p>I can reflect on my own values and explore what I can learn from the values of believers of other religions.</p> <p>e.g. Humanism</p>	<p>I can discuss my own and other's spiritual experiences and find connections between communities.</p>	<p>I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities studied and in my own life.</p> <p>e.g. Forgiveness/ Commitment/ Martin Luther King & Mother</p>	<p>I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p>

							Theresa demonstrating commitment	
			<p>I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean.</p> <p>e.g. How celebrate festivals of light, baptism, worship (Judaism and Christianity) etc.</p>	<p>I can tell you different ways of expressing identity and belonging, and how that impacts on diversity.</p> <p>e.g. prayer ritual, places of worship</p> <p>e.g. Shahadah/Tawhid (belief in one God)</p>	<p>I notice and can discuss and respond sensitively to some similarities between different religions and worldviews and what this means about diversity.</p>	<p>I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect</p>	<p>I can analyse some of the positive and negative ways that diversity can have impact within a community.</p> <p>e.g. racism, religious hate crimes etc. (Martin Luther King/Mother Theresa)</p>	<p>I can describe religions and world views, connecting my ideas and prior learning in an analytical way and with references to fact and historical evidence.</p>
		<p>I can see how I can work together with others even if we have differences.</p> <p>e.g. Story of the Good Samaritan- how we behave to others</p>	<p>I can say ideas which are important to me and can say what I think to be right and wrong.</p> <p>e.g. friendship, how to look after the world.</p>	<p>I can find out about the views of others on questions of right and wrong from a religious perspective.</p> <p>e.g. Parables, The Good Samaritan, the boy who threw stones at trees</p>	<p>I can find out about and respond with ideas to examples of co-operation between people who have different faiths.</p>	<p>I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews.</p> <p>e.g. how people show they belong to a religion- 5ks/Shabbat</p> <p>e.g. Festivals of light (Christmas & Bandhi Chhor Divas)</p>	<p>I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.</p> <p>e.g. 10 Commandments/ Love your neighbour/forgiveness</p>	<p>I can give thoughtful responses to ethical, moral, and philosophical questions using different forms of expression.</p> <p>e.g. What is eternity?</p>