



## Religious Education Skills Progression

	AT1: Learning About Religions			AT2: Learning From Religion		
	<b>Beliefs and Teachings</b> (what people believe)	<b>Practices and Lifestyles</b> (what people do)	<b>Expressing Meaning</b> (how people express themselves through language ie. pictorial/written/aural)	<b>Identity and Experience</b> (making sense of who we are)	<b>Meaning and Purpose</b> (making sense of life)	<b>Values and Commitments</b> (making sense of right and wrong)
<b>F2</b> <b>Trip/visitors based on Christian values or festival experiences.</b>	I am aware of the concept of God.	I know that some people believe in God/s and others do not.	I can talk about how and why people are similar and different – in real life or through religious stories, artefacts and ideas.	I can name a special time for myself and others.	I can ask some puzzling questions and offer possible answers.  I can explore how I feel about religious stories and myself.	I am aware of how some people of faith show respect.
<b>Year 1</b> <b>Trip to a Christian place of worship.</b>	I can describe how different religions see God.  I know and can retell some religious stories – Christmas, Easter, Eid ul Fitr and Bandi Chhor (Sikh Divali) or stories about the gurus.	I am beginning to develop an understanding of the cycle of life, including birth, death and other important events like weddings and baptisms.  I recognise religious objects/people/ places.	I can name some religious symbols and artefacts including Sikh, Muslim and Christian ones.  I know what some religious words mean including the terms baptism, sacred, miracle and Hajj.	I can say what is important in my life. I can compare this to religious beliefs.  I know that Christians believe in God and Jesus and am beginning to understand why they are significant religious figures for Christians.	I can ask questions about God that are hard to answer.	I can say how to show respect for the different ways religious people use and explain symbolism of food, clothing, ritual objects and behaviour.

		I know about some of the things that people of a religion do.				
<b>Year 2</b> <b>Trip to a Non Christian place of worship eg. a Sikh gurdwara.</b>	<p>I can identify and reflect on some stories about how the world began from different sources including from a Christian view.</p> <p>I recognise that religious traditions have special writings which believers respect, including parables.</p> <p>I can compare stories that occur in more than one sacred text eg. Noah.</p>	I can talk about how people learn from stories and experiences of religious leaders.	<p>I can use the terms unique and parable.</p> <p>I can use the terms Lord and Prophet.</p> <p>I can say how religious symbols are used in places of worship including churches for Christians, the home and mosque for Muslims and the gurdwara for Sikhs.</p>	I can reflect upon how people know about something they have not seen or experienced for themselves.	<p>I can ask questions about life and share ideas with others, including the protection of the natural world because of my beliefs.</p> <p>I can ask questions to aid understanding.</p>	<p>I understand how religious views of life can influence a caring attitude towards others.</p> <p>I can talk about how key beliefs affect the way people choose to behave.</p>
<b>KS2 (for greater depth – see the KS2 unit plans from the Agreed Syllabus for further</b>	I can recognise the influence of religious stories on ideals of character and moral values.	<p>I can describe how and why sacred texts are important to believers.</p> <p>I understand the meanings of some festivals and their</p>	I can understand how religious meaning is expressed through different types of language and art, eg. in parables, poems, prayers, architecture,	I understand how religious faith helps some people to deal with both positive and negative feelings and experiences.	I can express views about my own spiritual ideas and questions about life as a journey.	I understand why religious and other communities address economic imbalance through activities such as Fair Trade.

<b>information and ideas).</b>		significance for believers.	icons, design and celebrations.			
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