

Progression of skills and Assessment focus.in R.E.

*RED = Skill is repeated from the previous year group(s) and will be further developed.

Focus areas highlighted – but non highlighted areas can be incorporated to enrich teaching and learning.

Beliefs and practices	Year 3 (Christianity and Islam)	Year 4 (Christianity and Sikhi)	Year 5 (Christianity and Judaism)	Year 6 (Christianity and Buddhism)
	<p>ARE= Describe the impact of celebrations and key moments in life in some religious communities.</p> <p>Use specific religious vocabulary</p> <p>ARE+ Explain....</p>	<p>ARE= Describe, make connections and reflect on some religious and non- religious worldviews studied</p> <p>Using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p> <p>ARE+ make comparison with previous religions studied –Islam, people of no faith,</p>	<p>ARE= Using religious vocabulary</p> <p>Compare two examples of celebrations marking key points in life’s journey including pilgrimage</p> <p>ARE+ fully explain the reasoning behind why pilgrimaged or celebrations mark key points in life’s journey.</p>	<p>ARE= Describe, make connections and reflect on some religious and worldviews studied.</p> <p>Use specific religious vocabulary about how celebrations and key moments in life are marked.</p> <p>Compare how religious celebrations and key moments in life are marked by different communities.</p> <p>ARE+ make comparison with previous religions studied –Islam, people of no faith, Judaism, Sikhi</p>
Sources of wisdom	Year 3	Year 4	Year 5	Year 6
	<p>ARE= Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom</p> <p>ARE= Identify the faith traditions from which these come and their impact on followers</p> <p>ARE+ Explain the reason for their questions. Explain impact ‘which means that....’</p>	<p>ARE= Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.</p> <p>Develop an understanding of the impact of stories and writings on individual believers</p> <p>ARE+ explain interpretations giving reason for the explanation</p>	<p>ARE= Demonstrate an understanding of the impact of sources of wisdom on individuals</p> <p>Give examples of how these connect to different communities</p> <p>ARE+ make connections with previous religions studied – Islam, Sikhi noting the connection with social, moral, spiritual and cultural aspects.</p>	<p>ARE= Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom.</p> <p>Recognise and understand the impact of sources of wisdom.</p> <p>Think about the impact within different communities and on individual believers.</p> <p>ARE+ explain interpretations giving reason for the explanation</p>

Symbols and actions	Year 3	Year 4	Year 5	Year 6
	<p>ARE= Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers.</p> <p>Describe some similarities between two faith communities. ARE+ explain 'this is shown....'</p>	<p>ARE= Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.</p> <p>Describe some similarities between communities. ARE+ explain why comparisons have been identified</p>	<p>ARE= Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals.</p> <p>Identify some similarities and differences between and within two communities ARE+ Explain connections with previous religions studied – Islam, Sikhi noting the connection with social, moral, spiritual and cultural aspects.</p>	<p>ARE= Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities.</p> <p>Identify and describe similarities and differences between and within communities ARE+ Consider the impact when there is disagreement within a faith/ or compare to people of no faith on how a symbol or action is interpreted – connect with previous religions studied</p>
Prayer, worship and reflection	Year 3	Year 4	Year 5	Year 6
	<p>ARE= Ask and answer questions about places of prayer and Worship</p> <p>Think about the impact places of prayer and worship might make on faith communities. ARE+ explain 'Evidence of this is....'</p>	<p>ARE= Describe why and where worshippers connect to prayer and worship.</p> <p>Participate in periods of stillness and quiet thought</p> <p>Express personal reflections ARE+ Explain the reasons for choice of place to connect to prayer and worship</p>	<p>ARE= Explain why, where and how, worshippers connect to prayer and worship.</p> <p>Actively engage in periods of Stillness</p> <p>Describe their reflective experiences ARE+ with previous religions studied – Islam, Sikhi noting the connection with social, moral, spiritual and cultural aspects.</p>	<p>ARE= Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</p> <p>ARE+ explain examples – make connections with previous religions studied. What are the reasons for the differences?</p>
Identity and Belonging	Year 3	Year 4	Year 5	Year 6
	<p>ARE= Give two examples of how individuals show that they belong to a faith community.</p> <p>Recognise how some religious people are guided by their religious leaders ARE+ give explanations of examples given – support with evidence.</p>	<p>ARE= Show an understanding of some of the challenges individuals face when belonging to a faith community.</p> <p>Demonstrate how belonging to a faith community may help some people. Explore how some religious people are guided by their religious leaders ARE+ explain the impact of challenges faced</p>	<p>ARE= Recognise the challenges of commitment for individuals belonging to a living faith.</p> <p>Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present ARE+ Explain the impact of why it may be challenging for individuals to commit to their faith in today's society</p>	<p>ARE= Show and express insights into the challenges of individual commitment, belonging and faith.</p> <p>Raise questions on guidance and leadership in their own and others' lives ARE+ Consider the impact when there is disagreement within a faith – consider differences in denominations of Christianity</p>

Ultimate questions	Year 3	Year 4	Year 5	Year 6
	<p>ARE= Through creative media, express an understanding of a range of ultimate questions</p> <p>Reflecting on questions that are difficult to answer ARE+ present potential opposing answers to ultimate questions 'On the one hand...'</p>	<p>ARE= Respond to a range of challenging 'if' and 'why' questions aboutmaking sense of the world</p> <p>Expressing personal reflections ARE+ explain personal reflections and reasons for the explanation</p>	<p>ARE= Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups</p> <p>ARE+ make connections with prior learning – Islam, Sikhi and explain the connection</p>	<p>ARE= Present a range of views and answers to challenging questions about belonging, meaning and truth</p> <p>ARE+ explain the impact on social, moral, spiritual and culture 'in Buddhism.... Yet in christianity'</p>
Human responsibility and values	Year 3	Year 4	Year 5	Year 6
	<p>ARE= Demonstrate an understanding of the importance of showing care and responsibility for the world</p> <p>Identifying the shared values in two communities ARE+ explain examples considering impact.</p>	<p>ARE= Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</p> <p>ARE+ explain the impact when there is no understanding of shared values</p>	<p>ARE= Describe the diversity of local and national communities.</p> <p>Identify some shared communal values and responsibilities</p> <p>ARE+ Explain the challenges of a diverse community</p>	<p>ARE= Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.</p> <p>Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief. ARE+ Explain the impact of intolerance in diverse communities</p>
Justice and fairness	Year 3	Year 4	Year 5	Year 6
	<p>ARE= Demonstrate a reflection of moral stories and why individuals make choices about what is right and wrong, just and fair ARE+ explain – 'which means that...'</p>	<p>ARE= Consider and discuss questions on matters that are important in the world, including choices about what is right and wrong ARE+ offer more detailed explanation of the impact when right and wrong choices are made</p>	<p>ARE= Identify and describe how people with religious beliefs and worldviews make choices about what is right and wrong</p> <p>ARE+ explain examples by reflecting on prior studies – Islam and Sikhi</p>	<p>ARE= Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong.</p> <p>Considering possible effects of different moral choices. ARE+ Explain the impact on society</p>