



## RE Curriculum Progression of Skills

Skill areas		3-5
AT1: Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>Sing songs, make music and dance to express religious stories.</li> <li>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>Read and understand simple sentences from scripture or from their own religious stories</li> <li>Share religious stories they have heard and read with others.</li> <li>Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories.</li> <li>Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>Listen and talk about key figures in the history of the People of God.</li> <li>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>Listen, talk about and role play how people behave in the local, national and universal church community.</li> <li>Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</li> </ul>
	Making Links and Connections	
	Historical Development	
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Decode key religious words appropriate to their age and stage of development.</li> <li>Use key religious words appropriate to their age and stage of development.</li> </ul>
AT2: Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Show sensitivity to others' needs and feelings.</li> <li>Talk about how they and others show feelings.</li> <li>Confidently speak in a familiar group and talk about their ideas.</li> <li>Express themselves effectively, showing awareness of listeners' needs.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Talk about their own and others' behaviour and its consequences.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	

### Standards for Ages 3-5

By the end of age phase, pupils will be able to:

# Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

	Skill areas	5-7	7-9	9-11
AT1: Knowledge and Understanding (learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Recognise religious stories</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>Recognise religious beliefs</li> <li>Describe some religious beliefs</li> <li>Recognise that people act in a particular way because of their beliefs</li> <li>Describe some of the actions and choices of believers that arise because of their belief</li> <li>Recognise key figures in the history of the People of God</li> <li>Describe the life and work of some key figures in the history of the People of God</li> <li>Recognise key people in the local, national and universal Church</li> <li>Describe different roles of some people in the local, national and universal Church</li> <li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>
	Making Links and Connections		<ul style="list-style-type: none"> <li>Make links between:                             <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of, by making links between:                             <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> <li>beliefs and life</li> </ul> </li> </ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and appropriately</li> </ul>
AT2: Engagement and Response (learning from)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Talk about their own feelings, experiences and the things that matter to them</li> <li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to support a point of view</li> </ul>
	Construct Arguments		<ul style="list-style-type: none"> <li>Express a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Express a point of view and give reasons for it</li> </ul>
	Make Judgements		<ul style="list-style-type: none"> <li>Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at judgements</li> </ul>
	Recognise Diversity			<ul style="list-style-type: none"> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>
	Analyse and Deconstruct			

## Skills Guide

All skills should be applied in an age appropriate way:

	Primary	Secondary
<b>Recognise</b>	Identify, name or label something or someone previously seen, heard or encountered.	To appreciate the significance of something.
<b>Retell</b>	Tell a religious story again in any form.	
<b>Describe</b>	Give an accurate account in any form of the role of a person, a religious rite or symbol.	
<b>Make links/connections</b>	Show the relationship between a variety of sources as evidence to inform knowledge and understanding.	The ability to show the relationship between the different areas of study and the ways they influence each other.
<b>Understand</b>	Correctly perceive the meaning of beliefs, practices and sources actions and the links between them.	Interpret the significance and implications of beliefs, practices, sources and the causal connections between them.
<b>Explain</b>	<b>Make something clear and easy to understand</b> by giving a detailed account focusing specifically on causes and reasons. To show the meaning of a text or area of study in context.	
<b>Construct arguments</b>	Present a logical chain of reasoning, supported by appropriate knowledge, understanding and evidence in support of a particular position or point of view.	
<b>Make reasoned judgements</b>	To synthesise, evaluate and weigh the relative strength and weaknesses of arguments and evidence to arrive at a logical and justified conclusion.	
<b>Recognise diversity</b>	In this context, diversity refers to the differences of belief and practice that exist between denominations of Christianity and between Christianity and other religions.	
<b>Analyse</b>	Examine methodically and in detail, typically to explain and interpret.	
<b>Interpret</b>	To elucidate the meaning of a text by understanding different ways it can be understood. This could be with reference to, for example, the influence on believers, its historical context, its authorship, its intended audience or the ways in which different communities have used the text.	
<b>Evaluate</b>	To consider the relative merit of different points of view and arrive at a judgement supported by reasons and evidence.	

## Glossary

<b>Areas of Study</b>	The broad content areas that are listed in the skill area row “Developing Knowledge and Understanding” for each phase.
<b>Authority</b>	The hierarchical structures, writing or practices that decisively determine belief and practice for a religious community.
<b>Beliefs</b>	Something which a person holds to be important and true
<b>Coherent</b>	Consistent, clearly stated and supported by appropriate evidence.
<b>Doctrine</b>	A belief, or set of beliefs, held and taught by a community of believers.
<b>Historical development</b>	How religious belief and practice have changed over time.
<b>Insightful</b>	Accurate and deep understanding; perceptive, imaginative and showing a measure of original thought.
<b>Judgement</b>	The ability to make considered decisions and arrive at a justified conclusion.
<b>Key figures</b>	An important or pivotal person in either Scripture (e.g. Moses, Jesus, Mary), or the life of the Church locally or universally (e.g. a Eucharistic minister, a Bishop or the Pope)
<b>Literary type</b>	The genre of a piece of writing. In terms of Biblical texts, things such as Gospel, history, prophecy, letters, psalms, poetry, proverbs. In terms of Church documents, things such as encyclicals, exhortations, catechisms, creeds, theological works.
<b>Local Church</b>	A diocese, which is a geographical area under the authority of a bishop which also includes parish communities.
<b>Meaning</b>	The inner, symbolic, or true interpretation, value or message of something. What a person understands is being communicated by words or actions.
<b>Meaning and purpose</b>	The study of those actions, rules and values which form and shape our lives. This includes comparing and critically evaluating critically both personal responses and those of others who do not share our views.
<b>People of God</b>	Historically it refers to the Israelites, the chosen people with whom God established His covenant.  For Christians it means the Church, of which one becomes a member not by birth but by faith in Christ and through baptism.
<b>Point of view</b>	A particular attitude or way of considering something or someone

<b>Religious actions</b>	When a person does something because of a religious belief e.g. giving money to others, fasting, forgiving others
<b>Religious beliefs</b>	Something which a person holds to be important and true because of the religion to which they belong.
<b>Religious stories</b>	Stories that teach us about God and our relationship with God, especially those found in Scripture.
<b>Religious worship</b>	An expression of reverence or adoration either as an individual or as part of a community directed towards God.
<b>Significance</b>	The importance and implications of, for example, texts, beliefs, viewpoints, actions, events.
<b>Signs and symbols</b>	A sign or symbol is a thing or an action that indicates or refers to something else or instructs about something, e.g. Lectern, a candle, lighting a candle, crucifix, water, pouring of water, laying on of hands.
<b>Source</b>	<p>Foundational texts and teaching at the root of belief and practice. For example, in the Catholic context the formal means by which God's revelation is communicated through Scripture and tradition as faithfully interpreted by the magisterium</p> <p>By <b>Scripture</b> is meant the books of the Hebrew Scriptures and the New Testament that together constitute the Bible</p> <p>By <b>Tradition</b> is meant the living transmission of the faith of the Church, expressed through belief and practice, handed down from the Apostles to every generation under the guidance of the Holy Spirit. It is found in the practice and life of the Church, her belief and her prayer. For example: the Liturgy, the Sacraments, Sacred art and the lives of the Saints.</p> <p>By <b>Magisterium</b> is meant the teaching authority of the Church, exercised by the Pope and Bishops, found in, for example the definitions and documents of Church councils, Papal encyclicals and exhortations, the Catechism of the Catholic Church.</p>
<b>Textual context</b>	The understanding of text, either Scripture or Church documents within their historical and political context, including an appreciation of their authorship and audience. It also includes the place of a text within the canon of Scripture in the case of Biblical texts.
<b>Theological concepts</b>	Concepts that can be found in Scripture, Church documents and the writings of theologians to capture complex ideas and beliefs. For example: incarnation, grace, salvation, transubstantiation.
<b>Universal Church</b>	The world-wide Catholic community.
<b>Values</b>	Important beliefs or ideals that influence behaviour and attitudes. Those standards by which people make important choices and which we recognise as ultimate guides to life.

