

## RE Progression of Skills at Dobwalls

Breadth of Study	Y1	Y2	Y3	Y4	Y5	Y6
<b>Religion Studied</b>	<b>Christian Jewish</b>	<b>Christian Muslim</b>	<b>Christian Muslim Jewish</b>	<b>Christians Hindus</b>	<b>Christian Muslim Jewish</b>	<b>Christian Humanist Hindus</b>
<b>Making Sense</b>	recount outlines of some religious stories	recount outlines of some religious stories	make links between beliefs, stories and practices	make clear links between texts/sources of authority and the key concepts studied  offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities  explain connections between questions, beliefs, values and practices in different belief	identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions  give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority
<b>Understanding Impact</b>			suggest meanings for symbols and other forms of worship	make simple links between stories, teachings and concepts studied and how people live, individually and in communities	recognise and explain the impact of beliefs and ultimate questions on individuals and communities  make informed responses to questions of meaning and purpose in the light of their learning	make clear connections between what people believe and how they live, individually and in communities  using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures
<b>Making Connections</b>	identify aspects of own experience and feelings  identify things they find interesting or puzzling, in religious materials studied	think, talk and ask questions about whether the ideas they have been studying have something to say to them	investigate and connect features of religions and beliefs  ask questions about religions and beliefs	make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly	explain how and why differences in belief are expressed  explain how some beliefs and teachings are shared by different religions and	make connections between the beliefs and practices studied, evaluating and explaining their importance to different

	identify what is of value and concern to themselves, in religious material studied	give a good reason for the views they have and the connections they make	make links between religious symbols, language and stories and the beliefs or ideas that underlie them  compare aspects of their own experiences and those of others, identifying what influences their lives	raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live  give good reasons for the views they have and the connections they make	how they make a difference to the lives of individuals and communities  make informed responses to people's values and commitments (including religious ones) in the light of their learning	people (e.g. believers and atheists)  reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently  consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
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**Progress in RE involves the application of general education skills and processes in handling subject knowledge. This strengthens skills and deepens understanding and knowledge.**

<b>Investigating</b>	<ul style="list-style-type: none"> <li>Asking relevant questions</li> <li>Knowing how to use different sources as ways of gathering information</li> <li>Knowing what may constitute evidence for understanding religions</li> </ul>
<b>Reflecting</b>	<ul style="list-style-type: none"> <li>Reflecting on religious beliefs and practices and ultimate questions</li> <li>Reflecting upon feelings, relationships and experiences</li> <li>Thinking and speaking carefully about religion and spiritual topics</li> </ul>
<b>Expressing</b>	<ul style="list-style-type: none"> <li>Explaining concepts, rituals and practices</li> <li>Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media</li> </ul>
<b>Interpreting</b>	<ul style="list-style-type: none"> <li>Drawing meaning from for example, artefacts, works of art, symbols,</li> <li>Interpreting religious language</li> <li>Suggesting meaning of religious texts</li> </ul>
<b>Empathising</b>	<ul style="list-style-type: none"> <li>Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>Seeing the world through the eye of others, and to see issues from their point of view, deepening understanding, of beliefs and practices</li> </ul>

<b>Applying</b>	<ul style="list-style-type: none"> <li>• Using RE learning in new situation</li> <li>• Making the association between religions and individual community and national life</li> <li>• Identifying key religious values and their connections with secular values</li> </ul>
<b>Discerning</b>	<ul style="list-style-type: none"> <li>• Developing insight into personal experience and religion</li> <li>• Exploring the negative and positive aspects of religious beliefs and ways of life</li> <li>• Relating learning to life</li> <li>• Making thoughtful judgements about the personal value of religious beliefs and practices</li> </ul>
<b>Analysing</b>	<ul style="list-style-type: none"> <li>• Distinguishing between opinion, belief and fact</li> <li>• Distinguishing between the features of different religions</li> <li>• Recognising similarities and distinctiveness of religious ways of life</li> </ul>
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Linking significant features of religion together in a coherent pattern</li> <li>• Connecting different aspects of life into a meaningful whole</li> <li>• Making links between religion and human experience, including the pupil's own experience</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Debating issues of religious significance with reference to experience, evident and argument,</li> <li>• Weighing the respective claim of self-interest, consideration for others, religious teaching and individual conscience</li> <li>• Drawing conclusions which are balanced, and relative to evidence, dialogue and experience</li> </ul>