

RELIGIOUS EDUCATION SKILLS PROGRESSION

Theology	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	<p>Show awareness of different sources of authority and how they link with beliefs.</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority.</p>	<p>Identify different sources of authority and how they link with beliefs.</p> <p>Give examples of different writings and different ways in believers interpret sources of authority.</p>	<p>Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p>	<p>Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p>
B. How beliefs change over time	<p>Recognise that beliefs are influenced by events in the past and present.</p>	<p>Identify events in history and society which have influenced some religious and non-religious worldviews.</p>	<p>Describe how events in history and society have influenced some religious and non-religious worldviews.</p>	<p>Explain how events in history and society have influenced some religious and non-religious worldviews.</p>
C. How beliefs relate to each other	<p>Identify some links between beliefs being studied within a religion or worldview.</p> <p>Show awareness of some of the similarities and differences between and within religions and</p>	<p>Make clear links between different beliefs being studied within a religion or worldview.</p> <p>Identify some of the similarities and differences between and within</p>	<p>Describe the connections between different beliefs being studied and link them to sources of authority</p> <p>Describe some of the key theological similarities and differences between</p>	<p>Explain connections between different beliefs being studied and link them to sources of authority using theological terms.</p>

RELIGIOUS EDUCATION SKILLS PROGRESSION

	worldviews.	religions and worldviews.	and within religions and worldviews.	Explain the key theological similarities and differences between and within religions and worldviews.
D. How beliefs shape the way believers see the world and each other	Recognise ways in which beliefs might make a think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a think about how they live their life, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way view the world in which they live and how they view others.

Philosophy	Year 3	Year 4	Year 5	Year 6
A. The Nature of knowledge, meaning and existence	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>

RELIGIOUS EDUCATION SKILLS PROGRESSION

<p>B. How and whether things make sense</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views.</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</p>
<p>C. Issues of right and wrong, good and bad</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>

Human/Social Sciences	Year 3	Year 4	Year 5	Year 6
<p>A. The diverse nature of religion</p>	<p>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.</p> <p>Show awareness that talking about religion and belief can be</p>	<p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when</p>

RELIGIOUS EDUCATION SKILLS PROGRESSION

<p>B. Diverse ways in which people practice and express beliefs</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p>	<p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> <p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>complex.</p> <p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>interpreting and explaining the nature of religion and belief.</p> <p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
---	--	---	--	--