



## St Paul's CE VC Junior School – Progression of skills

### Subject: Religious Education

Skills	Year 3	Year 4	Year 5	Year 6
<b>Investigation (Learning about religions)</b>	-ask relevant questions	-know how to use a variety sources to investigate a religion.	-know how to use a variety of sources in order to gather information	-know what may count as good evidence in understanding religions.
<b>Analysis</b>	-distinguish between the features of different religions.	-distinguish between opinion, fact and belief. - identify some of the things that are the same for different religious people.	-compare religious ideas and practices using religious vocabulary.	-give reasons for similarities and differences religious ideas and practices. <i>-recognise bias, caricature, prejudices and stereotyping in portrayals of religions.</i>
<b>Evaluation</b>	-begin to enter into discussions about topics of religious significance. -give my own views on religious questions. -be sensitive towards the views of others and respectful towards religions.	-debate issues of religious significance with reference to evidence.	-debate issues of religious significance with reference to evidence, argument and statements of faith.	-weigh the claims of self-interest, consideration for others, religious teaching and individual conscience.
<b>Interpretation and synthesis</b>	-draw meaning from artefacts, works of art, poetry and symbolism. -discuss reasons why religious people might interpret these as sacred	-interpret religious language -link significant features of religions	-suggest meanings of religious texts.	-suggest meanings of religious texts, artefacts, art and poetry based on evidence. -interpret theological concepts.
<b>Expression and self-understanding (Learning from religions)</b>	-articulate own ideas	-articulate own ideas, beliefs and values	-respond to religious ideas, beliefs and questions through a variety of media.	- compare religious ideas, beliefs and questions to those of their own.
<b>Application</b>	-identify key religious values and their links with secular values - compare/make links with own values and those of the local community.	-compare/make links between religion and community life.	-compare/make links between religion and individual, national and international life.	-discuss the significance of religion in individual, national and international life.
<b>Reflection and empathy (Learning from religions)</b>	-reflect upon the thoughts, feelings, experiences, attitudes, beliefs and values of themselves and others.	-reflect upon the world through the eyes of another, and see issues from their point of view.	- reflect on ultimate questions -consider questions from a range of religious and secular perspectives.	-reflect upon a range of theological and philosophical concepts from own and a range of perspectives.