



RE Skills Progression at St Paul's



RE In the Early Years			
Three and Four-Year-Olds	Personal, Social and Emotional Development		Develop their sense of responsibility and membership of a community.
	Understanding the World		Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		See themselves as a valuable individual. Think about the perspectives of others.
	Understanding the World		Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Aims	Key stage 1	Lower Key Stage 2	Upper Key stage 2
To understand the nature, role and influence of religion and worldviews locally, nationally, and globally, pupils:	Show basic knowledge and understanding of Christianity and at least one other faiths and worldviews, exploring similarities and differences between them.	Consider the nature and interpretation of sources of authority in Christianity, other faiths, and worldviews. Explore similarities and differences within religions and worldviews.	Understand what it means to be religious, and the influence religions and worldviews have on individuals and communities. Consider different responses to ultimate questions
To reflect on questions of meaning, purpose, and value pupils:	Reflect on personal experience and say how it is linked to feelings and opinions. Appreciate the experiences, feelings, and opinions of others.	Think about what influences our beliefs and lifestyle and the way we see things.	Explore different religious and nonreligious beliefs about meaning, purpose and value.
To formulate reasoned opinion and argument pupils:	Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.	Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.	Show awareness of the ways beliefs influence attitudes, way of life and behaviour. Express and justify their own beliefs and opinions and listen sensitively to those of others. Distinguish between valid and invalid arguments.

Learning Process Progression.		KS1	LKS2	UKS2
Pupil experience	Identity	Pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this	Peoples learn to identify what is most important to them in terms of people places celebrations and beliefs	Pupils identify their own responses to some of the big questions that life can throw at us.
	Explore	Pupils learn how to find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed	Pupils learn to ask thoughtful and searching questions about their own views about what is important to them and why	Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied
	Contextualise	Pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class	Pupils compare and contrast their own views with those of others in the class	Pupils compare and contrast their own response with those of others in the class
	Reflect	Pupils learn to think about their experience and the feelings related and to see how these affect themselves and others	Pupils think about how these different 'values' affect their own and other peoples' lives	Pupils consider why these are different responses to ultimate questions

Religious/world view context	Investigate	Pupils learn about related experiences and concepts within the religions explored	Pupils learn how to inquire into what do religions and traditions hold to be most important and how these are expressed personally and in the community	Pupils learn how to enquire into the religious and non-religious beliefs, practises and concepts and to explore what they reveal about different responses to ultimate questions
	Contextualise	Pupils learn to see the religious experience in the context of the beliefs and practises of the religion being explored and the feelings that arise from them for believers	Pupils relate religious beliefs to the practises, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions	Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions
	Reflect	Pupils learn to think about the religious experience and concepts and their significance to the believers and to see how these make a difference to how they live	Pupils learn to consider what is important to religious people through their exploration of religious beliefs concepts and practises and how these compare with their own	Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions
	Respond	Pupils learn how to express sensitively and in a variety of ways their own views about the religious experiences and concepts	Pupils explain their responses to the beliefs and practises giving reasons for their views	Pupils consider the extent to which the religious beliefs and concepts express a reasonable response

				to the ultimate questions
	Synthesise	Pupils learn to identify similarities and differences between their own experience and the religious beliefs practises and concepts they have explored	Pupils think about what the beliefs and practises show about what is important to human beings	Pupils relate to the religious beliefs concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these
Universal Human Experiences	Reflect	Pupils learn to think about what they can take from their learning about the religions to help them understand their own experience feelings and beliefs	Pupils reflect on what they have learned about what people and communities see as of great importance in life	Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience
	Apply	Pupils relate the religious experience, beliefs and concepts they have explored to their own lives and think about how their own ideas have developed	Pupils consider how their views on what is important in life may have developed through their study of these religions and world views	Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews