



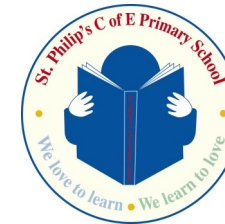
# Nelson St Philip's C of E Primary School

We love to learn. We learn to love. We love and learn together

*'God is love, and all who live in love live in God, and God lives in them.'*

1 John 4:16

Progression of skills in Religious Education 2022-23



## Skills for learning in RE

Pupils' learning about the content of RE takes place alongside the development of their skills. In RE, pupils need general skills such as gathering information, expressing ideas or evaluation sources. There are some skills that RE particularly needs to develop and use. This document describes these skills and gives examples of how pupils progress in using them in RE. It is intended to stimulate teachers' thinking, but there is no requirement for the skills to be developed in a linear fashion. As pupils progress in developing these skills, they will be increasingly able to understand the characteristics of each religion, and the similarities and differences between religions.

Key skill in RE	End of Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Investigate/ Enquire</b> – this includes: asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions.	Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
<b>Express</b> – this includes: asking ultimate questions and expressing their own personal views, whilst showing respect to others.	Pupils' can retell religious stories.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils ask ultimate questions and can express their own and others' views.  Apply their learning from different religious sources to the development of their own ideas.
<b>Interpret</b> – this includes: explaining the significance of religious vocabulary and show understanding of religious texts, actions and beliefs.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.



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<b>Reflect</b> – this includes: recognising their own personal values and that those within different religions, identifying links between them and connecting their own ideas to those of others.	Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
<b>Empathise</b> – this includes: talking about their own experiences and listening to those of others; discussing the impact of religion on people's lives and show an understanding of why people might do things differently.	Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe the impact of religion of people's lives.
<b>Apply</b> – this includes: discussing and recognising similarities and differences within and between religions and making links between them; comparing different religious Holy books and theological ideas.	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.
<b>Synthesise</b> – this includes: making links between religions; using higher level religious vocabulary to demonstrate understanding.	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.



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<b>Evaluate</b> – this includes: answering the big questions; knowing how to use different types of sources as a way of gathering information.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.