

Progression of Skills in Religious Education

Knowledge, skills and understanding is built around the following concept:

- Understand beliefs and teachings
- Understand practices and lifestyles
- Understand how beliefs are conveyed
- Reflect
- Understand values

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language. The vertical accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Key Skills	Years 1 and 2	Years 3 and 4	Years 5 and 6
Understand beliefs and teachings This concept involves understanding the key teachings of various religions.	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.

<p>Understand how beliefs are conveyed</p> <p>This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.
<p>Reflect</p> <p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
<p>Understand values</p> <p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.

Disclaimer: This has been developed with reflection upon the National Curriculum (2014) and [Chris Quigley's Essential Curriculum](#).