



Blackwater RE skills progression 2022-2023- Cornwall Agreed Syllabus 2020-2025

PART 1: GENERAL SKILLS PROGRESSION

Progress in RE involves the application of general educational skills and processes in handling subject knowledge which, in turn, strengthens the skills and deepens understanding and knowledge.

New Skills

Skill	Including abilities such as to be able to:	Pupils will be increasingly able to:		
		KS1	LKS2	UKS2
Investigating	<ul style="list-style-type: none"> ask relevant questions know how to use different types of sources to gather information know what may constitute evidence for understanding religions. 	<ul style="list-style-type: none"> Ask questions about religion. 	<ul style="list-style-type: none"> Ask increasingly deep and complex questions about religion. Use a widening range of sources to pursue answers 	<ul style="list-style-type: none"> Ask increasingly deep and complex questions about religion. Use a widening range of sources to pursue answers. Begin to select and understand relevant sources to deal with religious and spiritual questions with insight and sensitivity.
Reflecting	<ul style="list-style-type: none"> reflect on religious beliefs and practices and ultimate questions reflect upon feelings, relationships, and experiences think and speak carefully about religious and spiritual topics 	<ul style="list-style-type: none"> Describe how action and atmosphere makes them feel. 	<ul style="list-style-type: none"> Describe how action and atmosphere makes them feel. Experience the use of silence and thoughtfulness in religion and life. 	<ul style="list-style-type: none"> Describe how action and atmosphere makes them feel. Experience the use of silence and thoughtfulness in religion and in life. Begin to take account of the meanings of experience and discern the depth of questions religion addresses.
Expressing	<ul style="list-style-type: none"> explain concepts, rituals and practices identify and articulate matters of conviction and concern, and respond to religious issues through a variety of media. 	<ul style="list-style-type: none"> Explain what words and actions might mean to believers. 	<ul style="list-style-type: none"> Explain what words and actions might mean to believers. Articulate their own reactions and ideas about religious questions and practices. 	<ul style="list-style-type: none"> Explain what words and actions might mean to believers. Articulate their own reactions and ideas about religious questions and practices. Begin to clarify and analyse aspects of religion which they find valuable or interesting or negative.
Interpreting	<ul style="list-style-type: none"> draw meaning from artefacts, works of art, poetry and symbols interpret religious language suggest meanings of religious texts. 	<ul style="list-style-type: none"> Say what an object means, or explain a symbol. 	<ul style="list-style-type: none"> Say what an object means, or explain a symbol. Use figures of speech or metaphors to discuss religious ideas creatively. 	<ul style="list-style-type: none"> Say what an object means, or explain a symbol. Use figures of speech or metaphors to discuss religious ideas creatively. Begin to understand the diverse ways in which religious and spiritual experience can be interpreted.
Empathising	<ul style="list-style-type: none"> consider the thoughts, feelings, experiences, attitudes, beliefs and values of others develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow see the world through the eyes of others and issues from their point of view 	<ul style="list-style-type: none"> See with sensitivity how others respond to their actions, words or behaviour 	<ul style="list-style-type: none"> See with sensitivity how others respond to their actions, words or behaviour. Connect their feelings, both positive and negative, with those of others, including in religious stories and contexts. 	<ul style="list-style-type: none"> See with sensitivity how others respond to their actions, words or behaviour. Connect their feelings, both positive and negative, with those of others, including in religious stories and contexts. Begin to imagine with growing awareness how they would feel in a different situation from their own.

Applying	<ul style="list-style-type: none"> • use RE learning in new situations • make associations between religions and individual community, national and international life • identify key religious values and their connections with secular values. 	<ul style="list-style-type: none"> • Recognise religious materials and take note of their details and style. 	<ul style="list-style-type: none"> • Recognise religious materials and take note of their details and style. • See links and simple connections between aspects of religions. 	<ul style="list-style-type: none"> • Recognise religious materials and take note of their details and style. • See links and simple connections between aspects of religions. • Begin to make links between religious material and their own ideas.
Discerning	<ul style="list-style-type: none"> • develop insight into personal experience and religion • explore positive and negative aspects of religious and secular beliefs and ways of life • relate learning to life • make thoughtful judgements about the personal value of religious beliefs and practices. 	<ul style="list-style-type: none"> • Experience the awe and wonder of the natural world and of human relations. 	<ul style="list-style-type: none"> • Experience the awe and wonder of the natural world and of human relations. • Be willing to look beyond the surface at underlying ideas and questions. 	<ul style="list-style-type: none"> • Experience the awe and wonder of the natural world and of human relations. • Be willing to look beyond the surface at underlying ideas and questions. • Begin to weigh up the value religious believers find in their faith with simple insight, relating it to their own experience.
Analysing	<ul style="list-style-type: none"> • distinguish between opinion, belief and fact • distinguish between features of different religions • recognise similarities and distinctiveness of religious ways of life. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. • Begin to use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue.
Synthesising	<ul style="list-style-type: none"> • link significant features of religion together in a coherent pattern • connect different aspects of life into a meaningful whole • make links between religion and human experience, including the pupil's own experience. 	<ul style="list-style-type: none"> • Notice similarities between stories and practices from religions. 	<ul style="list-style-type: none"> • Notice similarities between stories and practices from religions. • Use general words to describe a range of religious practice and teaching. 	<ul style="list-style-type: none"> • Notice similarities between stories and practices from religions. • Use general words to describe a range of religious practice and teaching. • Begin to make simple links between different aspects of one religion, or similar and contrasting aspects of two or more religions.
Evaluating	<ul style="list-style-type: none"> • debate issues of religious significance with reference to experience, evidence and argument • weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience • draw balanced conclusions, related to evidence, dialogue and experience. 	<ul style="list-style-type: none"> • Talk about what makes people choose religious ways of life. 	<ul style="list-style-type: none"> • Talk about what makes people choose religious ways of life. • Describe how religious people show the importance of symbols, key figures, texts or stories. 	<ul style="list-style-type: none"> • Talk about what makes people choose religious ways of life. • Describe how religious people show the importance of symbols, key figures, texts or stories. • Begin to weigh up with fairness and balance the value they see in a range of religious practices.

PART 2: RE ELEMENTS SKILLS PROGRESSION

Element	End of KS1 pupils can..	End lower KS2 pupils can...	End upper KS2 pupils can...
Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none"> • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. indifferent communities, denominations or cultures
Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.