



St. Andrew's RE Skills Progression Ladder

The core purpose of RE:

- High-quality RE will support pupils' religious literacy.
- Being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews.
- Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.
- RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Key Religions:

- Key religions studied include: Christianity, Hinduism and Islam as well as non-religious world views such as Humanism.
- Pupils will encounter other religions and world views on their religious education journey through school.

	Year Three	Year Four	Year Five	Year Six
THEOLOGY (thinking through believing)	<p><u>Where beliefs come from:</u> Show awareness of different sources of authority and how they link with beliefs.</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority.</p> <p><u>How beliefs change over time:</u> Recognise that beliefs are influenced by events in the past and present.</p>	<p><u>Where beliefs come from:</u> Identify different sources of authority and how they link with beliefs.</p> <p>Give examples of different writings and different ways in which believers interpret sources of authority.</p> <p><u>How beliefs change over time:</u> Identify events in history and society which have influenced some religious and non-religious worldviews.</p>	<p><u>Where beliefs come from:</u> Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p><u>How beliefs change over time:</u> Describe how events in history and society have influenced some religious and non-religious worldviews.</p>	<p><u>Where beliefs come from:</u> Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p> <p><u>How beliefs change over time:</u> Explain how events in history and society have influenced some religious and non-religious worldviews.</p>

	<p><u>How beliefs relate to each other:</u> Identify some links between beliefs being studied within a religion or worldview.</p> <p>Show awareness of some of the similarities and differences between and within religions and worldviews.</p> <p><u>How beliefs shape the way believers see the world and each other:</u> Recognise ways in which beliefs might make a Christian/ Muslim/ Hindu think about how they live their life, how they see the world in which they live and how they view others.</p>	<p><u>How beliefs relate to each other:</u> Make clear links between different beliefs being studied within a religion or worldview.</p> <p>Identify some of the similarities and differences between and within religions and worldviews.</p> <p><u>How beliefs shape the way believers see the world and each other:</u> Identify ways in which beliefs might make a Christian/ Muslim/ Hindu think about how they live their life, how they see the world in which they live and how they view others.</p>	<p><u>How beliefs relate to each other:</u> Describe the connections between different beliefs being studied and link them to sources of authority.</p> <p>Describe some of the key theological similarities and differences between and within religions and worldviews.</p> <p><u>How beliefs shape the way believers see the world and each other:</u> Describe ways in which beliefs shape the way Christians/ Muslims/ Hindus view the world in which they live and how they view others.</p>	<p><u>How beliefs relate to each other:</u> Explain connections between different beliefs being studied and link them to sources of authority using theological terms.</p> <p>Explain the key theological similarities and differences between and within religions and worldviews.</p> <p><u>How beliefs shape the way believers see the world and each other:</u> Explain and discuss how beliefs shape the way Christians/ Muslims/ Humanists view the world in which they live and how they view others.</p>
<p>PHILOSOPHY (thinking through thinking)</p>	<p><u>The nature of knowledge, meaning and existence:</u> Recognise that there are many different religious and non-religious answers to questions people raise about the world around them</p> <p>Talk about the difference between knowing and believing.</p>	<p><u>The nature of knowledge, meaning and existence:</u> Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues</p>	<p><u>The nature of knowledge, meaning and existence:</u> Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p><u>The nature of knowledge, meaning and existence:</u> Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which</p>

	<p><u>How and whether things make sense:</u> Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p> <p><u>Issues of right and wrong, good and bad:</u> Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>relating to truth, reality and knowledge.</p> <p><u>How and whether things make sense:</u> Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Give reasons for more than one point of view, providing pieces of evidence that support these views.</p> <p><u>Issues of right and wrong, good and bad:</u> Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p><u>How and whether things make sense:</u> Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p> <p><u>Issues of right and wrong, good and bad:</u> Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>philosophers understand abstract concepts.</p> <p><u>How and whether things make sense:</u> Begin to analyse and evaluate whether a position or argument is coherent and logical. and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</p> <p><u>Issues of right and wrong, good and bad:</u> Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
<p>HUMAN & SOCIAL SCIENCES (thinking through living)</p>	<p><u>The diverse nature of religion:</u> Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p><u>The diverse nature of religion:</u> Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p><u>The diverse nature of religion:</u> Explain the different ways in which the terms 'religion' and "belief' are used by followers from within a religion or worldview and those from outside it.</p> <p>Show awareness that talking about religion and belief can be complex.</p>	<p><u>The diverse nature of religion:</u> Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when interpreting</p>

	<p><u>Diverse ways in which people practice and express beliefs:</u> Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p><u>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa:</u> Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p><u>Diverse ways in which people practice and express beliefs:</u> Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> <p><u>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa:</u> Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p><u>Diverse ways in which people practice and express beliefs:</u> Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p><u>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa:</u> Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>and explaining the nature of religion and belief.</p> <p><u>Diverse ways in which people practice and express beliefs:</u> Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p><u>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa:</u> Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
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