



## Bowburn Primary School: RE Knowledge and Skills Progression Document



SKILLS								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Investigation and enquiry</b>	I investigate pictures and objects to find out more.	I investigate pictures and objects to find out more.	I use different sources to gather information.	I use a variety of sources to answer questions about religion.	I can use different sources as a way of gathering information, answering questions and developing an opinion.	I know how to use different sources as a way finding out answers to questions, posed by myself and others.	I know what can be used as evidence for understanding religion.	<p>I use different sources as a way of gathering information.</p> <p>I know what can be used as evidence for understanding religion.</p> <p>I can distinguish between fact and opinion.</p>
<b>Interpretation</b>	I talk about pictures and objects that I investigate.	I talk about pictures and objects that I investigate.	<p>I talk about artefacts, art and religious symbols that I learn about.</p> <p>I use an increasing religious vocabulary.</p>	<p>I talk about artefacts, art and religious symbols that I learn about.</p> <p>I use specific religious vocabulary.</p>	<p>I can draw meaning from artefacts, art, poetry and symbolism.</p> <p>I can interpret religious language.</p>	<p>I can draw meaning from artefacts, art, poetry and symbolism.</p> <p>I can interpret religious language.</p>	<p>I can draw meaning from artefacts, art, poetry and symbolism.</p> <p>I can interpret religious language.</p> <p>I can talk about why people belong to faith communities.</p>	<p>I can draw meaning from artefacts, art, poetry and symbolism.</p> <p>I can interpret religious language.</p> <p>I can suggest meanings of religious texts.</p> <p>I can explain why people belong to faith communities.</p>



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<b>Critical Thinking</b>	I talk about what I have learnt and my own experiences.	I talk about what I have learnt and my own experiences.  I can say whether my own experiences are the same.	I can raise questions and express opinions about Christianity, backing up my opinions with simple reasons.  I can raise questions and express opinions about Buddhism, backing up my opinions with simple reasons.	I can raise questions and express opinions about Christianity, backing up my opinions with simple reasons.  I can raise questions and express opinions about Buddhism, backing up my opinions with simple reasons.  I can raise questions and express opinions about faith communities in my locality.	I can raise controversial questions and express my opinions about Christianity and use plausible reasons to back these up.  I can raise controversial questions and express my opinions about Hinduism and plausible reasons to back these up.  I recognise that others may think differently and have a different opinion.	I can raise controversial questions and express my opinions about Christianity and use plausible reasons to back these up.  I recognise that others may think differently and have a different opinion.	I can raise controversial questions and express my opinions about Christianity and use competent reasons to back these up.  I show appreciation of different perspectives, recognising the reasons given to support these arguments.	I can raise controversial questions and express my opinions about Christianity and use competent reasons to back these up.  I show appreciation of different perspectives, recognising the reasons given to support these arguments.
<b>Personal Reflection (Empathy)</b>	I am developing positive attitudes about the differences between people.	I understand that some places are special to members of their community.  I can recognise that people have different beliefs and celebrate special times in different ways.	<p>I consider the thoughts, feelings, beliefs, experiences and values of others.</p> <p>(All children are given time to reflect on their own feelings, experiences and ideas about what they are learning in RE.</p> <p>Personal reflection is subjective and can be private. Pupils may not want to share their personal reflections with other pupils or staff. Personal reflection will not be assessed.)</p>					



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<b>KNOWLEDGE AND UNDERSTANDING</b>					
<ul style="list-style-type: none"> <li>Knowledge and understanding of specific religious and non-religious worldviews will become deeper, more complex and more comprehensive across the year groups and key stages. This will include specialised vocabulary and making connections between concepts.</li> <li>Knowledge and understanding of similarities and differences between and within religious and non-religious worldviews will become increasingly sophisticated.</li> </ul>					
	Nursery	Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
<b>Benchmark expectations</b>	<p>I have simple knowledge of some of the beliefs, teaching/ stories of Christianity and Hinduism.</p> <p>I have simple knowledge of some religious festivals.</p>	<p>I have simple knowledge of some of the beliefs, teaching/ stories of Christianity and Hinduism.</p> <p>I have simple knowledge of some religious festivals.</p> <p>I know that people may celebrate different festivals throughout the year.</p>	<p>I have simple knowledge of some of the beliefs, teaching/ stories of Christianity.</p> <p>I use simple technical vocabulary.</p> <p>I have simple knowledge of why these beliefs and practices may be important to people.</p>	<p>I can describe some of the beliefs, teachings and expressions of belief within the religions studied and how these have an impact for individuals and communities.</p> <p>I can make connections and links between these religious concepts.</p> <p>I can identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>I have detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.</p> <p>I have detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.</p> <p>I have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context and show understanding of the similarities and differences between them.</p>