|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Skills**  **Skills Progression: Religions and Worldviews**  **Learning about religion/knowledge and understanding Learning from religion/reflection and response** | **FS/YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| ***Investigate***  *• ask relevant questions*  *• gather information from a variety of sources*  *• know what may be appropriate information* | **FS** – Can I ask questions about other people and show an interest in their lives?  • Can I talk about the parts of life I find interesting?  • Can I ask questions? | • Can I ask questions about my own and others’ feelings and experiences?  • Can I recognise that some questions about life are difficult to answer?  • Can I suggest answers, including religious and non-religious ones?  • Can I use different sources to gather information? | • Can I ask significant questions about religions and beliefs?  • Can I explore open-ended questions, generating own ideas and valuing the ideas of others?  • Can I use different sources to gather information?  • Can I discuss what may constitute as evidence for understanding religion? | • Can I explain my own ideas and beliefs about ultimate questions?  • Can I suggest answers to some questions raised by the study of religions and beliefs?  • Can I think through ideas, seeing where they might lead?  • Can I use different sources to gather information?  • Can I discuss what may constitute as evidence for understanding religion? | • Can I gather, select, and organise ideas about religion and belief?  • Can I generate, build on and combine ideas in response to open ended questions/challenges?  • Can I explain why there are differences between my own and others’ ideas about ultimate questions?  • Can I discuss what may constitute as evidence for understanding religion? | • Can I suggest lines of enquiry?  • Can I investigate and connect features of religions and beliefs?  • Can I discuss what may constitute as evidence for understanding religion?  Exceeding  • Can I identify the influences on, and distinguish between, different viewpoints within religions and beliefs? |
| ***Interpret***  *• draw meaning from artefacts, symbols, stories, works of art etc.*  *• interpret religious language*  *• suggest meanings of religious texts* | **FS** – Listen to stories and respond with relevant questions.  **FS** – Draw on their experiences and what has been read in class when looking at similarities and differences in religious and cultural communities.  • Can I recognise symbols and other forms of expression/religious expression? | • Can I identify possible meanings for symbols and other forms of expression? | • Can I describe and suggest meanings for symbols and other forms of expression?  • Can I interpret religious language and texts? | • Can I suggest meanings for a range of forms of expression, using appropriate vocabulary?  • Can I interpret religious language and texts? | • Can I recognise and explain diversity within religious expression, using appropriate concepts?  • Can I interpret religious language and texts? | • Can I interpret religions and beliefs from different perspectives?  • Can I interpret the significance and impact of different forms of religious and spiritual expression?  • Can I interpret religious language and texts? |
| ***Reflect***  *• ponder on feelings, relationships, experience ultimate questions, beliefs and practices*  *• think and speak carefully about religious and spiritual topics* | **FS** – Explain some similarities and differences between different religions and cultural communities in this country.  • Can I describe how action and atmosphere makes me feel?  • Can I ponder on feelings, relationships and experiences?  • Can I ask why/how questions? | • Can I ponder on feelings, relationships and experiences? | • Can I ponder on feelings, relationships, experiences, ultimate questions, beliefs and practices? | • Can I ponder on feelings, relationships, experiences, ultimate questions, beliefs and practices?  • Can I respond sensitively and with insight to religious and spiritual phenomena and their meanings? | • Can I take increasing account of the meanings of experience and discern the depth of questions religion addresses?  • Can I respond sensitively and with insight to religious and spiritual phenomena and their meanings? | • Can I reflect on what I have heard and, by critically evaluating the work presented by others, come to an informed personal view of my response to the big questions? |
| ***Empathise***  *• consider the thoughts, feelings, experiences, beliefs and values of others*  *• see the world through someone else’s eyes*  *• develop the power of the imagination to identify feelings such as love, forgiveness, sorrow and joy* | **FS –** show an interest in the lives that are familiar with them.  • Can I consider the feelings, thought, experience and beliefs of others?  • Can I view with sensitivity how others respond to actions, words or behaviour?  • Can I recognise diversity? | • Can I consider the thoughts, feelings, experiences, attitudes, beliefs and values of others? | • Can I consider the thoughts, feelings, experiences, attitudes, beliefs and values of others?  • Can I connect imaginatively with the world view of a person?  • Can I develop the power of imagination to identity feelings such as love, forgiveness and sorrow? | • Can I identify thoughtfully with other people from a range of communities and stances for life?  • Can I connect imaginatively with the world view of a person?  • Can I develop the power of imagination to identity feelings such as love, forgiveness and sorrow? | • Can I imagine with growing awareness how others would feel in a different situation from my own?  • Can I develop an insight of my own into being a Muslim, a Christian or an agnostic in Britain today? | • Can I consider the thoughts, feelings, experiences, attitudes, beliefs and values of others regardless of their faith? |
| ***Analyse***  *• draw out essential ideas, distinguish between opinion, belief and fact*  *• distinguish between key features of different faiths*  *• recognise similarities and differences* | **FS** – Know some similarities and differences between different religions and cultural communities in this country.  • Can I see what kinds of reasons are given to explain religious aspects of life? | • Can I distinguish between fact and opinion?  • Can I distinguish features of different religions/worldviews? | • Can I distinguish between fact and opinion?  • Can I distinguish features of different religions/worldviews? | • Can I use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue?  • Can I distinguish between features of different religions/worldviews? | • Can I join in discussion about issues arising from the study of religion?  • Can I distinguish between features of different religions/worldviews? | • Can I analyse the religious views encountered with fairness, balance, empathy and critical rigour? |
| ***Synthesise***  *• link significant feature/s of religion together in a coherent pattern*  *• make links between religion and human experience* | • Can I notice similarities between stories and practices from religions? | • Can I look for patterns in the various features of religion (writings, places of worship etc.)? | • Can I seek coherent patterns in the various features of religion/worldviews? | • Can I use appropriate vocabulary to describe a range of religious practices and teachings?  • Can I seek coherent patterns in the various features of religion/worldviews? | • Can I seek coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole?  • Can I make links between different aspects of one religion, or similar and contrasting aspects of two or more religions? | • Can I explain the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings?  • Can I synthesise my learning from different religious/non-religious sources and my own ideas? |
| ***Express***  *• explain concepts, rituals and practices*  *• identify and express matters of deep concern by a variety of means, not only through words*  *• respond to religious issues through a variety of media* | • Can I talk about what religious words mean?  • Can I talk about practices, places of worship and writings? | • Can I talk about practises of main religions? | • Can I explain concepts, rituals and practices?  • Can I identify matters of deep conviction and concern?  • Can I respond to issues through a variety of media? | • Can I explain some of the differing ways that believers show their beliefs, ideas and teachings?  • Can I identify matters of deep conviction and concern?  • Can I respond to issues through a variety of media? | • Can I explain, using the correct terminology, how religious beliefs and ideas can be shown in many different ways?  • Can I identify and  articulate matters of deep conviction and concern?  • Can I respond to issues through a variety of media? | • Can I seek coherent patterns in each religion and explain how they connect different aspects of life into a meaningful whole? |
| ***Apply***  *• apply what has been learnt from a religion/worldview to a new situation* | • | • Can I recognise religious materials and take note of their details and style?  • Can I make links between festivals and religion? | • Can I make the association between individual, communal, national and international life?  • Can I see links and simple connections between aspects of religions?  • Can I identify key religious values and their interplay with secular ones? | • Can I make the association between individual, communal, national and international life?  • Can I make increasingly subtle and complex links between religious material and my own ideas?  • Can I identify key religious values and their interplay with secular ones? | • Can I make the association between individual, communal, national and international life?  • Can I identify key religious values and their interplay with secular ones?  • Can I apply learning from one religious context to new contexts with growing awareness and clarity? | • Can I apply learning from one religious/non-religious context to new contexts with growing awareness and clarity?  • Can I synthesise my learning from different religious sources and my own ideas? |
| ***Evaluate***  *• draw conclusions by reference to different views and using reason to support own ideas*  *• debate issues of religious significance with reference to experience, evidence and argument.* | • I can talk about the difference between right and wrong. | • Can I weigh up respective claims of self-interest and consideration for others?  • Can I talk about the difference between right and wrong? | • Can I talk about what makes people choose religious ways of life?  • Can I describe how religious people show the importance of symbols, key figures, texts or stories? | • Can I describe how religious people show the importance of symbols, key figures, texts or stories?  • Can I debate issues of religious significance with reference to evidence and argument?  • Can I weigh up respective claims of self-interest, consideration for others, religious teaching and individual conscience? | • Can I weigh up with fairness and balance the values seen in a range of religious practices?  • Can I debate issues of religious significance with reference to evidence and argument?  • Can I evaluate skilfully some responses to moral issues and personal responses? | • Can I weigh up with fairness and balance the values seen in a range of religious practices?  • Can I debate issues of religious significance with reference to evidence and argument?  • Can I evaluate skilfully some responses to moral issues and personal responses? |

**Wirral Agreed Syllabus for Religious Education and Worldviews 2019**

**Learning about religion**

Learning about religion includes enquiry into the nature of religion, including diverse beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues. In the Wirral Agreed Syllabus for Religious Education, ‘learning about religion’ covers pupils’ knowledge and understanding of individual religions, how they relate to each other and the study of the nature and characteristics of religion.

**Learning from religion**

Learning from religion is concerned with developing pupils’ reflection on and response to their own and others’ experiences in the light of their learning about religion. It develops pupils’ skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose, faith/ belief, values and commitments.

**Skills for Primary RE - Wirral**

Pupils should be provided with opportunities to apply the following:

* Identify questions and define enquiries, using a range of methods, media and sources
* Carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints
* Present findings, suggest interpretations, express ideas and feelings and develop arguments
* Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.

