**RE– Progression of skills – Mevagissey Primary School -2019/20**

**RE 2019-2020:** Autumn Spring Summer

**Curriculum Intent: Learning about religion and belief and learning from religion and belief are both equally important for Children at Mevagissey Primary school.**

**By the end of Key Stage One**, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Children move in their learning from local examples to national and to global.

**By the end of Key Stage Two**, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people’s viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Learning about religion** | I can explore a range of religious stories I can talk about their meaning Name and explore a range of celebrations,I can reflect on how spiritual and moral values relate to their own behaviour Identify what matters to them and others | I can use simple religious words and phrases. I can recognise and name features of religious life and practice. I can recall parts of religious stories I know. I can identify simple religious symbols | I can use religious words and phrases to identify some features of religion. I can talk about why religion is important for some people. I can retell religious stories in increasing detail.I can suggest meanings for religious actions and symbols. | I can use religious words and phrases to identify some features of religion and begin to describe some key features of religions. I can talk about why religion is important for some people and give examples. I can talk about the main similarities in religions. I can identify how religion is expressed in different ways. | I can use a developing religious vocabulary to describe some key features of religions. I can recognise similarities and differences between key features of religions. I can make links between beliefs and sources, including religious stories and sacred texts. I can identify the impact religion has on believers’ lives. I can describe some forms of religious expression | I can use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.I can describe some similarities and differences both within and between religions. I can make links between sources, practices, beliefs, ideas, feelings and experiences. I can describe in detail the impact of religion on people’s lives. I can suggest meanings for a range of forms of religious expression. | I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. I can talk about how similarities and differences illustrate distinctive beliefs within and between religions and can suggest possible reasons for this. I can explain how religious sources are used to provide answers to ultimate questions and ethical issues,I can describe why people belong to religions. I can recognise diversity in forms of religions, spiritual and moral expressions, and within and between religions. |
| **Learning from religion** | I can talk about my own feelings.I can talk about things I like and don’t like.I can talk about things that are important to me. | I can talk about my own experiences and feelings. I can talk about things that interest me. I can talk about things that puzzle me.I can talk about things that are important to me and others | I can respond sensitively to questions about my own and other’s experiences and feelings. I can talk about things that interest me. I recognise that some questions cause people to wonder and are difficult to answer.I can talk about matters of right and wrong. | I can identify what influences me.I can ask important questions about religion and beliefs.I can talk about matters of right and wrong, I can recognise and talk about my own values and those of others | I can identify what influences me. I can make links between aspects of my own and others’ experiences. I can ask important questions about religion and beliefs, I can make links between my own and others’ responses. I can make links between values and commitments, and my own attitudes and behaviour. | I can raise and suggest answers to questions of identity, belonging and meaning.I can raise and suggest answers to questions about purpose, truth, values and commitments.I can apply my ideas to my own and other people’s lives. I can describe what inspires and influences me and others | I can ask and suggest answers to, questions of identity, belonging, and meaning in relation to my life and the life of others.I can ask and suggest answers to, questions of purpose and truth, values and commitments, in relation to my life and the life of others.I can explain what inspires and influences me. I can express my own and others’ views on the challenges of belonging to a religion |