

## RELIGIOUS EDUCATION SKILLS PROGRESSION

### Characteristics of a Global Citizen:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

<b><u>Milestones:</u></b>				
<b>Milestone 1</b> <b>By the end of Year 2</b>		<b>Milestone 2</b> <b>By the end of Year 4</b>		<b>Milestone 3</b> <b>By the end of Year 6</b>
<b>To understand beliefs and teachings</b>				
<ul style="list-style-type: none"> <li>▪ Describe some of the teachings of a religion.</li> <li>▪ Describe some of the main festivals or celebrations of a religion.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Present the key teachings and beliefs of a religion.</li> <li>▪ Refer to religious figures and holy books to explain answers.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Explain how some teachings and beliefs are shared between religions.</li> <li>▪ Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>
<b>To understand practices and lifestyles</b>				
<ul style="list-style-type: none"> <li>▪ Recognise, name and describe some religious artefacts, places and practices.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Identify religious artefacts and explain how and why they are used.</li> <li>▪ Describe religious buildings and explain how they are used.</li> <li>▪ Explain some of the religious practices of both clerics and individuals.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>▪ Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>▪ Show an understanding of the role of a spiritual leader.</li> </ul>
<b>To understand how beliefs are conveyed</b>				
<ul style="list-style-type: none"> <li>▪ Name some religious symbols.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Identify religious symbolism in literature and the arts.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Explain some of the different ways that individuals show</li> </ul>

<ul style="list-style-type: none"> <li>▪ Explain the meaning of some religious symbols.</li> </ul>				their beliefs.
<b>To reflect</b>				
<ul style="list-style-type: none"> <li>▪ Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>▪ Relate emotions to some of the experiences of religious figures studied.</li> <li>▪ Ask questions about puzzling aspects of life.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>▪ Give some reasons why religious figures may have acted as they did.</li> <li>▪ Ask questions that have no universally agreed answers.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>▪ Explain their own ideas about the answers to ultimate questions.</li> <li>▪ Explain why their own answers to ultimate questions may differ from those of others.</li> </ul>