



# Shelton Junior School

## LKS2 RE Long-Term Progression of Knowledge and Skills



	DISCOVER – resilience and collaboration	INVESTIGATE – reflection and concentration	EXPLORE - curiosity
<b>Year A</b>	<b>Heroic Heritage – Why are beliefs important?</b>	<b>Nurturing Nature – How do plants and living things flourish?</b>	<b>Go With The Flow – How do people choose where to settle?</b>
	What do different people believe about God?	What can we learn from different religions about deciding what is right and wrong?	Why do some people think that life is like a journey and what significant experiences mark this?
<b>Year B</b>	<b>Incredible Invaders – Why do people always want more?</b>	<b>The Air We Breathe – Are all changes irreversible?</b>	<b>Active Planet- How do we control our emotions?</b>
	Why are festivals important to religious communities?	What does it mean to be a Hindu in Britain today?	Why is the Bible so important for Christians today?

	<b>Year 3 Skills</b>	<b>Year 4 Skills</b>
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<ul style="list-style-type: none"> <li>✓ I can re-tell a religious, spiritual or moral story and say what a believer might learn from it</li> <li>✓ I can identify how religion and belief is expressed in different ways</li> <li>✓ I can talk about some of the things that are the same for different religious people</li> <li>✓ I can say what some Christian symbols stand for and say what some of the art (music etc) is about</li> <li>✓ I can say what some Sikh symbols stand for and say what some of the art (music etc) is about</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can make links between beliefs, stories and practices</li> <li>✓ I can identify the impacts of beliefs and practices on people's lives</li> <li>✓ I can use religious words to describe some of the different ways in which people show their beliefs</li> <li>✓ I can describe some of the things that are the same and different for religious people</li> </ul>
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	<ul style="list-style-type: none"> <li>✓ I can ask questions about different aspects of Christianity and Sikhism</li> <li>✓ I can recognise that some questions about my own or others' life are difficult to answer</li> <li>✓ I can talk about what is important to me and to others, with respect for their feelings</li> <li>✓ I can give an opinion, with respect for others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can ask significant questions about religions and beliefs</li> <li>✓ I can ask important questions about life and compare my ideas with those of other people</li> <li>✓ I can link things that are important to me and other people with the way I think and behave</li> <li>✓ I can investigate and connect features of religions and beliefs</li> <li>✓ I can describe and suggest meanings for symbols and other forms of religious expression</li> </ul>

<p>Living (Religious practices and ways of living: questions about values and commitments)</p>	<ul style="list-style-type: none"><li>✓ I can respond sensitively and imaginatively to questions about my own and others experiences and feelings</li><li>✓ I can give a reason why something may be valued by myself or others</li></ul>	<ul style="list-style-type: none"><li>✓ I can identify what influences and inspire me, and why</li><li>✓ I can compare my own ideas and feelings about what other think is important</li><li>✓ I can make links between what I and other people think is important in life, giving reason for beliefs, attitudes and actions</li></ul>
--	---	--



# Shelton Junior School

## UKS2 RE Long-Term Progression of Knowledge and Skills



	DISCOVER – resilience and collaboration	INVESTIGATE – reflection and concentration	EXPLORE - curiosity
<b>Year A</b>	<b>Seeking Safety – Does adversity always make you stronger?</b>	<b>Stayin’ Alive – Are all living things equal?</b>	<b>The Amazing Americas – Do we always appreciate what we’ve got?</b>
	What do religions tell us about when life gets hard?	What difference does it make to believe in ahimsa, grace or Ummah?	Is it better to express your beliefs in art and architecture or charity and generosity?
<b>Year B</b>	<b>Ancient Civilisations – Why do people have different beliefs?</b>	<b>Survival of the Fittest – What’s the difference between surviving and living?</b>	<b>Amazon Adventures – Why do people explore?</b>
	Why do some people think God exists?	What matters most to Christians and humanists?	If God is everywhere, why go to a place of worship?

	<b>Year 5 Skills</b>	<b>Year 6 Skills</b>
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<ul style="list-style-type: none"> <li>✓ I can begin to make links between the beliefs of Christians, Sikhs and Hindus and show how they are connected to the believers’ lives</li> <li>✓ I can begin use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</li> <li>✓ I can describe the impact of beliefs and practices on individuals, groups and communities</li> <li>✓ I can describe some of the similarities and differences within and between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</li> <li>✓ I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</li> <li>✓ I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</li> </ul>
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	<ul style="list-style-type: none"> <li>✓ I can ask questions about who we are and where we belong and suggest answers which refer to people who have inspired and influenced myself and others</li> <li>✓ I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can express clear views about how sources of inspiration and influence make a difference in my own and other’s beliefs</li> <li>✓ I can recognise and explain how issues related to religion and belief are relevant in my own life</li> <li>✓ I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others’ view</li> </ul>

	<ul style="list-style-type: none"> <li>✓ I can ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can contribute to discussions about religious viewpoints and beliefs, and the challenges of commitment</li> </ul>
<p>Living (Religious practices and ways of living: questions about values and commitments)</p>	<ul style="list-style-type: none"> <li>✓ I can gather, select and organise ideas about religion and belief</li> <li>✓ I can suggest answers to some questions raised by the study of religions and beliefs</li> <li>✓ I can make suggestions for a range of forms of religious expression, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>✓ I can recognise and explain diversity within religious expression, using appropriate concepts</li> </ul>