Cheshire West and Chester Council RE Skills progression for KS1 and KS2

The ongoing skills and attitudes listed below are central to the study of Religion and World Views and should be reflected in learning opportunities, throughout all stages of learning.

Ongoing skills	Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving.							
Developing Attitudes	Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.							
Examples of skill development in KS1								
I can talk about a practice from a religion.	I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.	I can recognise some religious symbols and words.	I can talk about my own experiences and can link these to the communities to which I belong.	I can ask 'who', 'what' and 'when' questions when exploring a religion.	I have started to share my opinions and say what is important to myself and to others.	I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.	I can see how I can work together with others even if we have differences.	I can say ideas which are important to me and can say what I think to be right and wrong.
I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.	I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.	I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean.	I can tell you different ways of expressing identity and belonging.	I notice and respond sensitively to some similarities between different religions and worldviews.	I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.	I can find out about and respond with ideas to examples of co-operation between people who are different	I can find out about questions of right and wrong and begin to express my own ideas and opinions.
Examples of skill development in KS2								
I can describe religions and world views, connecting my ideas and prior learning.	I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.	I can explore belief in action and make connections with my own life and communities.	I can give thoughtful responses using different forms of expression.	I understand the commitment and dedication needed for those who follow a religion or non-religious world view.	I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.	I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.	I can consider and discuss examples of key leaders in stories from different religions or world views as peacemakers and what this means.	I can reflect on my own values and explore what I can learn from the values of believers.
I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.	I can describe and understand links between stories and other aspects of the communities I have been investigating. I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.	I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.	I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.	I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews	I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own and others' lifestyles.	I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect	I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.

I can explain how history and culture can influence an individual and how some question these influences.	I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.	I can discuss my own and other's spiritual experiences and find connections between communities.	I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.	I can develop insight and start to analyse the impact of diversity within a community.	I can discuss the nature of religion and compare the main disciplines which we have studied.	I can explore and make personal informed responses to ultimate questions.	I can discuss issues about community cohesion and demonstrate understanding of different views.	I can explore moral and ethical questions using examples.