



Religious Education ~ Skills Ladder

	End of EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
New key vocabulary	Creation, God, pray, worship, Christian, belonging, school values, celebrate, festival, Harvest, incarnation, Nativity, Christmas, Salvation Bible, Easter, Lent, Jesus	Forgiveness, Creator, universe, gospel, charity, faith, community, parables, Holy week, Easter Sunday Crucifixion, Resurrection, Baptism, Old Testament, New Testament <i>(Faiths, special places, books and stories to fit curriculum)</i>	Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, <i>(Faiths, beliefs, celebrations, key figures and festivals to fit curriculum)</i>	Omnipotent , Eternal Proverb, Messiah Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist <i>(Comparisons of faiths and world views to fit curriculum)</i>
Explore ~ know about and understand text, beliefs and context	Listen to religious stories and talk about their meaning. Recognise some religious words and symbols	Explore religious stories and teachings Identify features of different religious texts (e.g. parables, historical, poetry) Retell religious stories and recognise a link with a concept (e.g. Incarnation, Salvation, nature of God) Give clear accounts of what the religious texts might mean to believers	Explore the origins of texts and understand where they fit onto a timeline Make clear links with religious text and the concepts studied Explore a wider variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre Discuss and offer opinions on what texts might mean to believers	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied Explain connections between key theological terms and religious texts Suggest meanings for religious texts and compare their ideas both within the class and also with ways in which people of faith interpret those texts



<p>Relate ~ identify how actions of believers are impacted by beliefs</p>	<p>Know about some religious festivals</p> <p>Know about how some people express their beliefs (e.g. what happens in church)</p> <p>Begin to understand what is important to some people of faith</p>	<p>Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship</p> <p>Recognise how people of faith celebrate key festivals</p> <p>Explore and recognise features of religious life and practices including ways that people of faith celebrate key milestones in a person's life</p> <p>Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths</p> <p>Identify ways in which religious texts impact how believers live</p>	<p>Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion)</p> <p>Identify the main characteristics of an act of worship and discuss about the importance of worship for believers</p> <p>Show understanding of the ways of belonging to religions and what these involve (e.g. baptism, 5Ks)</p> <p>Show an understanding of how religious beliefs ideas and feelings can be expressed in a variety of forms (e.g. symbols and art work representing the Trinity)</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times</p>	<p>Understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view they have of the wider world</p> <p>Identify the influences on, and distinguish between different viewpoints within the same religious or non-religious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians)</p> <p>Observe and interpret a wide range of ways in which a view point or belief can be expressed</p> <p>Understand the challenges a person may face when living out their faith in today's world</p>
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<p>Apply ~ understand and reflect upon how the learning can relate to our own lives and the world around us</p>	<p>Show interest in the world around them and ask questions about what they see and experience</p> <p>Begin to express their own opinions and thoughts about the religious material studied</p> <p>Begin to understand what is important to themselves</p>	<p>Reflect on examples of how believers live and consider how this impacts the world that we share</p> <p>Reflect on examples of how believers live and consider what we can learn from that for our own lives</p> <p>Consider, through discussion, whether particular religious text have anything to say on how we should live</p>	<p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to how we think and live</p> <p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to the wider world around us</p> <p>Make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness and courageous advocacy)</p> <p>Ask questions about the significant experiences of key figures from religions studied and suggest ways that we may learn from their lives</p>	<p>Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally</p> <p>Explore how beliefs can impact on the big issues of the day e.g. the environment, poverty, injustice</p> <p>Explain how the concepts studied have challenged or inspired our own thinking and actions</p> <p>Be able to present thoughtfully and with respect their own and others views. Considering how these views have been formed</p>
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