Colgate Primary School RE skills grid

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|  | EYFS | KS1 | Lower KS2 | Upper KS2 |
| Thread |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Theology- Beliefs  | Share their feelings and talk about why they respond to experiences in particular ways.  | Give a clear, simple accountof at least one narrative, story or important textused by at least one religion or worldview. Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. | Retell a narrative, story or important text from at least one religion orworldview and recognise a linkwith a belief.Recognise differenttypes of writing from within one religious text. Recognise that some beliefs connect togetherand begin to talkabout these connections.Give different examples of how the chosen religious beliefs influence daily life.  | Show awareness ofdifferent sacred texts and how they link with beliefs.Identify different types of writing and give an example of how a believer might interpret a sacred text. Recognise that beliefsare influenced by events in the past and present. Identify some linksbetween beliefs beingstudied within a religion or worldview.Show awareness of some of the similarities and differences between and within religions and worldviews.Recognise ways in which beliefs might make a person think about how they live their life, howthey see the world inwhich they live and how they view others.  | Identify different sourcesof authority and howthey link with beliefs.Give examples ofdifferent writings anddifferent ways inbelievers interpretsacred texts. Identify events in historyand society which haveinfluenced some religious and nonreligious worldviews.  | Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.Describe how events in history and society have influenced some religious and nonreligious worldviews. Describe the connections between different beliefs being studied and link them to sources of authority.Describe some of the key theological similarities.Describe ways in which beliefs shape the way the person views the world in which they live and how they view others. | Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.Explain how events in history and society have influenced some religious and nonreligious worldviews.Explain connections different beliefs being studied and link them to sources of authority using theological terms.Explain the key theological similarities and differences between and within religions and worldviews.Explain and discuss how beliefs shape the way the person views the world in which they live and how they view others. |
| Maple Class Give an example of how a religion uses beliefs to guide their daily lives.  |
| Cedar Class Make clear linksbetween different beliefsbeing studied within areligion or worldview.Identify some of thesimilarities anddifferences between and within religions andworldviews. Identify ways in whichbeliefs might make aperson think about howthey live their life, howthey see the world inwhich they live and howthey view others.  |
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| Philosophy-  | Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.  | Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they knowabout the worldaround them. | Talk about the questions a story orpractice from areligion orworldview mightmake them askabout the worldaround them. Talk about whatpeople mean whenthey say they‘know’ something.Give a reason toSay why someonemight hold a particular belief using the word‘because’. Using religious andbelief stories, makeconnections between peoples’ beliefs about right and wrong andtheir actions. | Recognise that thereare many differentreligious and nonreligious answers to questions people raise about the world around them. Talk about thedifference betweenknowing and believing.Recognise that it isdifficult to define‘right’, ‘wrong’, ‘good’and ‘bad’.Recognise some of thesimilarities anddifferences betweenthese ideas. | Describe differentphilosophical answers toquestions about theworld around them,including questionsrelating to meaning andexistence. Begin to weigh upwhether differentreasons and argumentsare expressed coherentlywhen studying religionand belief. Give reasons for morethan one point of view,providing pieces ofevidence to supportthese views.  | Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts. Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. | Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. |
| Maple ClassGive a simple reason using the word ‘because’ when talking about religion and belief.Using religious and belief stories to talk about how beliefs impact on how people behave. |
| Cedar Class Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Describe a range ofanswers to ethical andmoral questions, showingawareness of thediversity of opinion andwhy there aredifferences. |
| Human and Social Sciences  | Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Pupils know about similarities and differences between themselves and others, and among families, communities and traditions. | Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.  | Recognise the names of different religions, religious beliefs andworldviews and usethem correctly.Identify evidence ofreligion and beliefespecially in thelocal area. | Identify some of theways people use theterms ‘religion’ and‘belief’ when exploringreligions, beliefs andworldviews.Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family,community andsociety. | Describe the differencebetween the terms‘religion’ and ’belief’when exploring religions, beliefs and worldviews.Describe some of thevarying ways in whichreligions and beliefs arepractised locally andnationally (both withinand between religions/worldviews)with reference to atleast two religions/worldviews. | Explain the different ways in which the terms ‘religion’ and ‘’belief’ are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. | Begin to analyse and evaluate the varying use of the terms ‘religion’ and ‘belief’ by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. |
| Maple ClassRecognise that beliefs can have an impact on a believer’s daily life, their family or local community. |
| Cedar Class Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. |