Religious Education — Skills ladder

Breadth of study	F2	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6
AF1: Thinking about religion and belief	· **listen** to religious, spiritual and moral stories and other forms of religious expression	· **recall features** of religious, spiritual and moral stories and other forms of religious expression · **recognise and name** features of religions and beliefs	· **retell** religious, spiritual and moral stories · **identify how** religion and belief is expressed in different ways · **identify similarities and differences** in features of religions and beliefs	· **make links between** beliefs, stories and practices · **identify the impacts** of beliefs and practices on people's lives · **identify similarities and differences between** religions and beliefs	· **comment on connections between** questions, beliefs, values and practices · **describe the impact of** beliefs and practices on individuals, groups and communities · **describe similarities and differences within and between** religions and beliefs	· **explain connections between** questions, beliefs, values and practices in different belief systems · **recognise and explain the impact of** beliefs and ultimate questions on individuals and communities · **explain how and why** differences in belief are expressed.	· **use** religious and philosophical terminology and concepts to explain religions, beliefs and value systems · **explain some of the challenges offered** by the variety of religions and beliefs in the contemporary world · **explain the reasons for, and effects of,** diversity within and between religions, beliefs and cultures.
AF2: Enquiring, investigating and interpreting	· **show interest** in the world around them · **ask questions about** the world around them	· **identify** what they find interesting and puzzling in life · **recognise** symbols and other forms of religious expression	· **recognise** that some questions about life are difficult to answer · **ask questions** about their own and others' feelings and experiences · **identify possible meanings** for symbols and other forms of religious expression	· **investigate and connect** features of religions and beliefs · **ask significant questions** about religions and beliefs · **describe and suggest meanings** for symbols and other forms of religious expression	· **gather, select, and organise ideas** about religion and belief · **suggest answers** to some questions raised by the study of religions and beliefs · **suggest meanings** for a range of forms of religious expression, using appropriate vocabulary	· **suggest lines of enquiry to address questions raised** by the study of religions and beliefs · **suggest answers to questions raised** by the study of religions and beliefs, using relevant sources and evidence · **recognise and explain** diversity within religious expression, using appropriate concepts.	· **identify the influences on, and distinguish between,** different viewpoints within religions and beliefs · **interpret** religions and beliefs from different perspectives · **interpret the significance and impact of** different forms of religious and spiritual expression
Beliefs and teachings (what people believe)	**listen** to religious stories	**recount** outlines of some religious stories	**retell** religious stories and **identify** some religious beliefs and teachings	**describe** some religious beliefs and teachings of religions studied, and their importance	**describe** the key beliefs and teachings of the religions studied, **connecting** them accurately with other features of the religions **making some comparisons** between religions	**explain how** some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	**make comparisons between** the key beliefs, teachings and practices of the Christian faith and other faiths studied, **using a wide range of appropriate language and vocabulary.**
Practices and lifestyles (what people do)	**know** about some religious festivals	**recognise features of** religious life and practice	**identify some** religious practices, and **know that** some are characteristic of more than one religion	**describe how** some features of religions studied are used or exemplified in festivals and practices	**show understanding** of the ways of belonging to religions and what these involve	**explain how** selected features of religious life and practice make a difference to the lives of individuals and communities	**explain in detail the significance** of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language (how people express themselves)	**recognise** some religious symbols and words	**recognise** religious symbols and words	**suggest meanings** in religious symbols, language and stories	**make links between** religious symbols, language and stories and the beliefs or ideas that underlie them	**show, using technical terminology, how** religious beliefs, ideas and feelings can be expressed in a variety of forms, **giving meanings** for some symbols, stories and language	**explain how** some forms of religious expression are used differently by individuals and communities	**compare the different ways** in which people of faith communities express their faith.
Identity and experience (making sense of who we are)	**identify** some aspects of own experience and feelings, in religious material studied	**identify** aspects of own experience and feelings, in religious material studied	**respond sensitively** to the experiences and feelings of others, including those with a faith	**compare aspects** of their own experiences and those of others, **identifying** what influences their lives	**ask questions about** the significant experiences of key figures from religions studied and **suggest answers** from own and others' experiences, including believers	**make informed responses to questions** of identity and experience in the light of their learning	**discuss and express their views** on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

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Meaning and purpose (making sense of life)	**identify** things they find interesting or puzzling,	**identify** things they find interesting or puzzling, in religious materials studied	**realise** that some questions that cause people to wonder are difficult to answer	**compare** their own and other people's ideas about questions that are difficult to answer	**ask questions** about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	**make informed responses to** questions of meaning and purpose in the light of their learning	**express their views** on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and commitments (making sense of right and wrong)	**identify** what is of value and concern to themselves,	**identify** what is of value and concern to themselves, in religious material studied	**respond sensitively** to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	**make links between** values and commitments, including religious ones, and their own attitudes or behaviour	**ask questions about** matters of right and wrong and **suggest answers** that show understanding of moral and religious issues	**make informed responses** to people's values and commitments (including religious ones) in the light of their learning	**make informed responses to** people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply