



RE Progression in Skills

Developing reasoning skills in RE

Analyse arguments and evidence with critical and personal balance

Evaluate with insight different perspectives personally and critically

Support points of view with reasons, arguments and experiences

Explain reasons for points of view

Support a point of view with a reason

Make simple connections between questions, beliefs and answers.

Develop ideas and questions thoughtfully

Talk thoughtfully about simple ideas and questions



RE Progression in Skills

Reasoning skills: in RE pupils are increasingly enabled to be reasonable about religion:		Examples from the classroom of how this skill is developed:
8	Analyse arguments and evidence with critical and personal balance	Pupils can make a compelling case for their own viewpoint while showing profound understanding of different viewpoints, using evidence accurately to analyse religious and spiritual disagreement. E.g. Some people argue that God is an impossible idea, others that it is a necessary idea. My analysis says..."
7	Evaluate with insight different perspectives personally and critically	Pupils can weigh up different points of view about religious issues from their own perspective, in the light of scholarly discussion. E.g: 'The arguments in favour of calling Britain a Christian country are... the arguments against are...'
6	Support points of view with reasons, arguments and experiences	Pupils can use personal experiences, structured arguments and reasoning to try to establish their ideas with increasing conviction. E.g: <ul style="list-style-type: none"> • 'There are three reasons why I believe respect is important...' • 'My arguments for the idea that prayer is sometimes answered are...'
5	Explain reasons for points of view	Pupils can work with diverse points of view, including their own, explaining reasons why people hold different viewpoints. E.g: <ul style="list-style-type: none"> • 'the reason atheists say...' • 'Christians believe... because...' • 'I think that... for three reasons...'
4	Support a point of view with a reason	Pupils can give a point of view – e.g. Muslims should be allowed a day off for Eid; giving to charity is better than praying; people can achieve calmness through worship. They support their opinion with a reason that shows understanding.
3	Make simple connections between questions, beliefs and answers.	Pupils can link elements of religion together. E.g. connect the story of Jesus' death with Easter, link up the practice of a funeral with belief about life after death, describe two varied answers to a religious question.
2	Develop ideas and questions thoughtfully	Pupils can take a question given by the teacher and ask another one like it; they think for themselves about simple religious and spiritual ideas. E.g. what happens in a Gurdwara? And how do the Sikh people feel? What do Christians remember at Easter? And how do they use music, food or drama to help them to remember?
1	Talk thoughtfully about simple ideas and questions	Pupils can respond with increasing confidence to questions about religious and spiritual topics, e.g. how do you know? Can you say what 'God' means? Does it help to say a prayer? Why do Jewish people like to do this?



RE Progression in Skills

Developing enquiry skills in RE

Plan & carry out independent critical research, drawing balanced conclusions from wide ranging evidence & arguments.

Initiate and carry through independent enquiries, critically evaluating evidence, arguments, ideas and perspectives

Plan and pursue diverse lines of enquiry, supporting opinions with arguments and relevant evidence

Suggest lines of enquiry and plan investigations for themselves

Gather, select, organise or refine questions, ideas and answers

Ask questions and seek and find answers

Ask questions of their own

Be curious



RE Progression in Skills

<p>Enquiry Skills: in RE, in relation to religion, pupils are increasingly enabled to pursue questions, investigations and enquiries of their own, developing ways to find answers, understand perspectives and evaluate arguments:</p>		
8	<p>Plan and carry out independent critical research, drawing balanced conclusions from wide ranging evidence.</p>	<p>Pupils can research independently and analyse questions and issues in the light of research. They draw balanced conclusions to their investigations by synthesising their understanding of diversity and method.</p>
7	<p>Initiate and carry through independent enquiries, critically evaluating evidence and ideas.</p>	<p>Pupils can research complex religious issues and questions for themselves, using some different methods by which religion is studied (e.g. historical, textual, philosophical). They weigh up evidence reasonably and evaluate enquiries and issues effectively.</p>
6	<p>Plan and pursue diverse lines of enquiry, supporting arguments with relevant evidence.</p>	<p>Pupils can simply research a religious or spiritual question, gathering supporting arguments and relevant evidence; they can follow through an enquiry for themselves.</p>
5	<p>Suggest lines of enquiry and plan investigations into religious questions and issues.</p>	<p>Pupils can take a religious or spiritual issue and begin to shape an investigation which will teach them more about the topic. They make plans to find thoughtful and reasonable answers to religious and spiritual questions.</p>
4	<p>Investigate by gathering, selecting, organising or refining questions and ideas about religion.</p>	<p>Pupils can collect a range of possible answers to a religious, spiritual or ethical question. They can decide thoughtfully how to pursue an answer to an investigative question. They can identify varied answers.</p>
3	<p>Ask good questions of their own about religion. Find and consider some answers.</p>	<p>Pupils can engage with a religious topic by asking questions about it. They select or discover some answers to their questions.</p>
2	<p>Ask questions of their own about religion.</p>	<p>Pupils can take a religious stimulus (story, practice, belief) and make up some questions connected to it.</p>
1	<p>Be curious / ask about / take an interest in religion.</p>	<p>Pupils can ask a question of their own. They show an interest in religious questions. They can think about what puzzles them about life.</p>



RE Progression in Skills

In RE pupils are increasingly enabled to:

**Developing
engagement
and reflection
skills in RE**

8. Reflectively analyse and synthesise varied understandings of religions and beliefs

7. Critically and personally evaluate religious and spiritual questions using balanced evidence and arguments

6. Respond with clear arguments and personal insights to the impact and challenges of varied religions and beliefs

5. Express their viewpoints on religious and spiritual questions taking account of others' experiences

4. Apply ideas from religions to their own experiences and reflections thoughtfully

3. Make reflective links between their own experiences and the material they study

2. Respond sensitively for themselves to spiritual and religious questions

1. Take an interest in things that puzzle themselves and other people



RE Progression in Skills

<p>Engaging, reflecting and responding in RE: In relation to religion and belief pupils are increasingly enabled to build interesting links and connections between their own experience, ideas and views of the world and the religions and beliefs they are learning about. They develop their abilities to respond sensitively and express insights and perspectives of their own.</p>		
1	<p>Take an interest in things that puzzle themselves and other people.</p>	<p>Children ask lots of questions about a dead frog that they find in the school grounds; do frogs go to heaven? Can we have a funeral? Why do frogs die? Children ask 'Why does Ahmed have a day off today when I have to come to school?'</p>
2	<p>Respond sensitively for themselves to spiritual and religious questions.</p>	<p>Teacher asks 'Is it better to say thank you by giving money or by giving a present? Is it better to give frankincense or toys to a baby? Is it better to pray to thank God or to give food to the poor?' Children talk sensitively about pros and cons.</p>
3	<p>Make reflective links between their own experiences and the material they study.</p>	<p>Learning about some of the pillars of Islam, pupils connect their own beliefs, daily intentions and willingness to be generous to the practice of shahadah, salah and zakah. Pupils relate simply their own experience of celebration to the practice of Eid Al Fitr.</p>
4	<p>Apply ideas from religions to their own experiences and reflections thoughtfully.</p>	<p>Pupils explore their own commitments in discussion in relation to the commitments taken on by Sikhs (Amrit) and Christians (Believers' Baptism). Pupils contrast the purposes of a religious wedding ('In the presence of God') with the words of a civil ceremony</p>
5	<p>Express their viewpoints on religious and spiritual questions taking account of others' experiences.</p>	<p>Pupils consider a spiritual / ethical question such as 'Why does it matter what happens to a dead body?' or 'Why is lying bad for the liar?' and connect their own experience with ideas and teachings from 2 religions, expressing their own views clearly.</p>
6	<p>Respond with clear arguments and personal insights to the impact and challenges of varied religions and beliefs.</p>	<p>Pupils thoughtfully argue the case for their own view of a religious question (e.g. what evidence for life after death impresses me?) developing insights of their own into different religious perspectives. Pupils respond to the impact of the challenges of views they do not agree with honestly.</p>
7	<p>Critically and personally evaluate religious and spiritual questions using balanced evidence and arguments.</p>	<p>After critically evaluating strengths and weakness of arguments about the positive and negative contributions of religion to cohesion in local society, pupils respond with personal evaluations of their own contributions, facing challenges to active citizenship.</p>
8	<p>Reflectively analyse and synthesise varied understandings of religions and beliefs.</p>	<p>Pupils bring together their philosophical and psychological understandings of why different beliefs about prayer are common in the UK in accounting for their own ideas about answered prayer and unanswered prayer.</p>