

## Holymead Primary School RE Progression of Skills

AMV Areas of Enquiry	A) Beliefs, teachings and sources	B) Practices and ways of life	C) Forms of expressing meaning	D) Identity, diversity and belonging	E) Meaning, purpose and truth	F) Values and commitments
	<p>i) Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs.</p> <p>ii) Understanding and responding critically to beliefs and attitudes.</p> <p><i>How do religious and non-religious worldviews understand and develop beliefs and teachings within their traditions?</i></p>	<p>i) Exploring the impact of religions and beliefs on how people live their lives.</p> <p>ii) Understanding and responding critically to beliefs and attitudes.</p> <p>Religious and non-religious practices and ways of life.</p> <p><i>How do people keep in touch with their faith/philosophy?</i></p>	<p>i) Appreciating that individuals and cultures express their beliefs and values through many different forms.</p> <p><i>How do people communicate their beliefs and values to others?</i></p>	<p>i) Understanding how individuals develop a sense of identity and belonging through faith or belief.</p> <p>ii) Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.</p> <p><i>What do people say about human nature</i></p>	<p>i) Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.</p> <p><i>How do people tackle the big questions of life?</i></p>	<p>i) Understanding how moral values and a sense of obligation can come from beliefs and experience.</p> <p>ii) Evaluating their own and others' values in order to make informed, rational and imaginative choices.</p> <p>Moral issues in today's world.</p> <p><i>What is the best possible use of life?</i></p>

	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terms 1/2	<b>Unit 1 - Who are we?</b>  AMV Areas of Enquiry: <b>A &amp; D</b>	<b>Unit 7 - Why are some places special?</b>  AMV Areas of Enquiry: <b>C &amp; D</b>	<b>Unit 4 - Where do we belong?</b>  AMV Areas of Enquiry: <b>B &amp; D</b>	<b>Unit 1 - What is important to me?</b>  AMV Areas of Enquiry: <b>A &amp; D</b>	<b>Unit 12 - What does it mean to belong to a religion?</b>  AMV Areas of Enquiry: <b>B, D &amp; E</b>	<b>Unit 3 - Why do religious books and teachings matter?</b>  AMV Areas of Enquiry: <b>C &amp; F</b>	<b>Unit 4 - What does it mean to belong to a religion?</b>  AMV Areas of Enquiry: <b>B &amp; D</b>
Terms 3/4	<b>Unit 9 - Why is Jesus important?</b>  AMV Areas of Enquiry: <b>B &amp; F</b>	<b>Unit 8 - Why is our world special?</b>  AMV Areas of Enquiry: <b>A &amp; E</b>	<b>Unit 3 - Why are some stories special?</b>  AMV Areas of Enquiry: <b>C &amp; F</b>	<b>Unit 2 - What can we learn from the life and teaching of Jesus?</b>  AMV Areas of Enquiry: <b>B &amp; E</b>	<b>Unit 9 - How should we live and who can inspire us?</b>  AMV Areas of Enquiry: <b>B &amp; F</b>	<b>Unit 6 - How do we make moral choices?</b>  AMV Areas of Enquiry: <b>A &amp; F</b>	<b>Unit 11 - What does it mean to belong to a religion?</b>  AMV Areas of Enquiry: <b>B, D &amp; E</b>
Terms 5/6	<b>Unit 2 - Why are some times special?</b>  AMV Areas of Enquiry: <b>B &amp; E</b>	<b>Unit 5 - How do we celebrate our journey through life?</b>  AMV Areas of Enquiry: <b>C &amp; E</b>	<b>Unit 6 - How should we live our lives?</b>  AMV Areas of Enquiry: <b>A &amp; F</b>	<b>Unit 7 - How do people express their beliefs, identity and experience?</b>  AMV Areas of Enquiry: <b>C &amp; D</b>	<b>Unit 10 - What does it mean to belong to a religion?</b>  AMV Areas of Enquiry: <b>B, D &amp; E</b>	<b>Unit 5 - Why are some journeys and places special?</b>  AMV Areas of Enquiry: <b>C &amp; E</b>	<b>Unit 8 - What do people believe about life?</b>  AMV Areas of Enquiry: <b>A &amp; E</b>

AMV Area of Enquiry	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A) Beliefs, teachings and sources</b>	- Talk about a religious story from the religion or worldview being studied.	- Retell and religious story and be able to talk about it. -Begin to discuss how stories are inspirational for believers.	- Retell a religious story and start to suggest meanings to some religious and moral stories.	- Describe what a believer might learn from a religious story/scared text.		- Suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality.	- Describe, connect and explain different features and religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.
<b>B) Practices and ways of life</b>	- Talk about some belonging ceremonies e.g. Christening - Recognise some items that are connected with important beliefs and practices.		- Ask and respond to questions about why religious communities do different things.	- Describe and begin to make links between some similarities and differences for religious people.	- Use correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. - Describe some of the rules and guidance used by believers and how that might be applied in working with others from different religious traditions.		- Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they/a believer chooses to live their life.
<b>C) Forms of expressing meaning</b>		- Recognise religious art, symbols and words and be able to talk about them.	- Recognise that religious symbols, words and actions express a community way of living.	- Use religious vocabulary to describe some of the different ways of life and of expressing meaning. - Describe what some of the arts in the religion being studied might mean to believers.		- Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions. - Begin to apply their knowledge of their own understanding of religious and spiritual expression of beliefs and values.	

<p><b>D) Identity, diversity and belonging</b></p>	<ul style="list-style-type: none"> <li>- Talk about the items and people that are important to them.</li> <li>- Recall at least one person associated with the life of the religion or worldview being studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to ask questions about different faith communities.</li> </ul>	<ul style="list-style-type: none"> <li>- Notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare their own understanding of belonging with someone else's. Identify similarities and differences.</li> <li>- Compare different ideas about God and humanity.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbalise their own understanding of key concepts e.g. belonging and begin to relate this to the religions they are studying.</li> </ul>		<ul style="list-style-type: none"> <li>- Consider the challenges and impact of belonging to a religion today with reference to their own and other people's views on human nature and society, supporting these views with reasons and examples.</li> </ul>
<p><b>E) Meaning, purpose and truth</b></p>	<ul style="list-style-type: none"> <li>- Say how they feel when they are happy or sad.</li> <li>- Show awareness towards their own and others' needs and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about the special events that happen to them and others.</li> </ul>		<ul style="list-style-type: none"> <li>- Ask questions about life and compare their ideas with others.</li> <li>- Ask questions about the practice of faith and compare some different possible answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to apply their own and others' ideas to a key question and support their viewpoint with evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Represent the views of others about meaning, purpose and truth.</li> <li>- Describe and compare different ideas religions may have about developing their relationship with God through prayer, pilgrimage or personal spiritual experience.</li> </ul>	<ul style="list-style-type: none"> <li>- Use reasoning and examples to express insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.</li> <li>- Describe and compare different ideas from the religion being studied about the meanings of life and death with reference to key texts.</li> </ul>
<p><b>F) Values and commitments</b></p>	<ul style="list-style-type: none"> <li>- Recognise who helps them and talk about why they are important.</li> <li>- Talk about a story about Jesus or a story Jesus told that illustrates Christian concern for others.</li> </ul>		<ul style="list-style-type: none"> <li>- Talk about what is important to them and to others with respect for different opinions.</li> <li>- Say something about how and why followers of the religions or worldview being studied try to help others.</li> </ul>		<ul style="list-style-type: none"> <li>- Link things that are important to them and others with the way they think and behave.</li> <li>- Link their own ideas about how to lead a good life to the teaching of the religions and beliefs being studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</li> </ul>	