# Religious Education ~ Skills Ladder

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|  | **End of Key Stage 1** | **End of Lower Key Stage 2** | **End of Upper Key Stage 2** | **End of Key Stage 3** |
| **New key vocabulary** | Forgiveness, Creator, universe, gospel, charity, faith, community, parables, Holy week, Easter Sunday  Crucifixion, Resurrection, Baptism, Old Testament, New Testament  (Faiths, special places, books and stories to fit curriculum) | Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper,  (Faiths, beliefs, celebrations, key figures and festivals to fit curriculum) | Omnipotent , Eternal  Proverb, Messiah  Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist  (Comparisons of faiths and world views to fit curriculum) | Theism, Monotheism, Atheist, Omniscience, Omnipresent, original sin, freedom fighter, redeemer, redemption, creed, stewardship  (Comparison and exploration of faiths and world views to fit curriculum) |
| **Explore ~**  know about and understand  text, beliefs and context | 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 | Apply different methods of interpretation to religious texts, explaining how people of faith make sense of them and how they are used to illustrate concepts  Make connections between key concepts studied (e.g. the connection between incarnation and salvation)  Explain how religions and world views can be seen as coherent systems of thinking or ways of seeing the world |
| **Relate ~**  **identify how actions of believers are impacted by beliefs** | Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship  Recognise how people of faith celebrate key festivals  Explore and recognise features of religious life and practices including ways that people of faith celebrate key milestones in a person’s life  Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths  Identify ways in which religious texts impact how believers live | Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion)  Identify the main characteristics of an act of worship and discuss about the importance of worship for believers  Show understanding of the ways of belonging to religions and what these involve (e.g. baptism, 5Ks)  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)  Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times | 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  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)  Observe and interpret a wide range of ways in which a view point or belief can be expressed  Understand the challenges a person may face when living out their faith in today’s world | Explore the impact of the interpretation of texts and the concepts studied, on the behaviour of people of faith as individuals, faith communities and in the wider world  Demonstrate how people of faith use religious texts and traditions to provide answers to key ethical issues (e.g. environmental issues)  Show how people of faith and no faith make moral and religious decisions  Explore a wide range of religious and world views; interpreting how commitment and identity is expressed across them  Explore a wide range of religious and world views; discussing with respect the differences and commonalities |
| **Apply ~**  **understand and reflect upon how the learning can relate to our own lives and the world around us** | Reflect on examples of how believers live and consider how this impacts the world that we share  Reflect on examples of how believers live and consider what we can learn from that for our own lives  Consider, through discussion, whether particular religious text have anything to say on how we should live | 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  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  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)  Ask questions about the significant experiences of key figures from religions studied and suggest ways that we may learn from their lives | Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally  Explore how beliefs can impact on the big issues of the day e.g. the environment, poverty, injustice  Explain how the concepts studied have challenged or inspired our own thinking and actions  Be able to present thoughtfully and with respect their own and others views. Considering how these views have been formed | Give coherent accounts of the implications of religious beliefs in the modern world; identifying how these can relate to our own thinking and actions  Apply a range of beliefs and values to current issues and questions and analyse the impact on choices and behaviour of ourselves and others  Explore and discuss with insight the big questions of life in ways that are well-informed, and at the same time open to challenge |