

Religious Education Skills Ladder

Skills ladders show the disciplinary knowledge that child will learn in the subject.



	Knowing about and understanding religions and world views	Expressing and communicating ideas related to religions and world views	Gaining and deploying skills
F1 Secure	Aware of similarities and differences between self and others.	Talk about their experiences and ideas, including past events in their own lives.	Ask questions Talk about significant memories
F2 Secure	Know some similarities and differences between different cultural and religious communities, as well as between themselves and others	Talk about what they know of different groups, cultures and religions, including similarities and differences	Use curiosity and imagination to develop appreciation and wonder of the world in which we live
KS1 should be taught to:	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of cooperation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
Year 1 Secure	Recall and name different beliefs and practices. Recognise and name different symbols. simple discussions engage with stories, remember characters	Talk about what is important to themselves and other people. Is it always the same? Suggest the meaning in an artefact, symbol, stories or religious practice Sharing and expressing their own ideas.	Retell and discuss a Christian story. Ask and answer questions. Use observation and thinking skills, applied to a holy building.
Year 2 Secure	Think about and discuss key leaders from stories – thinking and discussion skills Develop skills of discussion, observation and remembering of facts to share knowledge.	Observe and recount ways of expressing belonging. Use factual knowledge to suggest meanings in Jewish practice. Use factual knowledge to suggest what it means to belong in various ways. Use factual knowledge to suggest what makes ancient stories valuable to some people today.	Respond to questions about what different faiths and individuals do, and why. Information gathering, observation
KS2 should be taught to:	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities; Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry; Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect; Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Year 3 Secure	Connect festivals to Bible stories and beliefs. Make comparisons between prayer in Islam and Christianity. Identify similarities and differences between places of worship. Make connections with my own life and communities Explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Observe, notice, name, describe and remember aspects of worship in different religious buildings.	Understand the challenges of commitment to a community of faith or belief See meaning in rituals, suggesting and explaining what actions, symbols and ideas mean. Infer beliefs and ideas about values from stories	Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means (inspirational people from the past) Write biographically about inspirational figures.
Year 4 Secure	Describe different features of religions, including celebrations, worship, pilgrimages and rituals which mark birth, death and marriage. Make connections between different features of religions. Infer and suggest meaning to religious practices	Suggest why belonging to a community might be valuable in my own life and to others Express understanding and handling of varied perspectives. Recognise different, reasonable ideas Describe varied religious practice and its meanings. Suggesting meanings to religious practices.	Apply own ideas thoughtfully in different forms (spiritual expression, perhaps through art, dance, music) Listening, discussion and self- expression, including musical appreciation Gathering information from video, story and other resources
Year 5 Secure	Describe and compare how religious beliefs, ideas and feelings are expressed in a range of styles and what they mean. Use information to address questions in discussion as well as writing, developing and using their ability to make sense of key concepts	Observe and consider different dimensions of religion and world views. Explore and show understanding of similarities and differences between religions and worldviews. Apply the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership Consider how to express respectful attitudes to people different from themselves Consider how religious charities and architecture might be connected.	Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. (inspirational people from today’s world) Use information to address questions in discussion as well as writing, developing and using their ability to make sense of key concepts

Year 6 Secure	Respond thoughtfully to a range of sources of wisdom and beliefs and teachings that arise from them. Explain how history and culture can influence an individual and how some question these influences	Consider, suggest and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfullt to beliefs and teaching that arise from different religions Think about questions of community harmony and interfaith work. Reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.	Discuss and apply own ideas about ethical questions, including ideas about what is right/wrong, just/fair. Ask questions about moral decisions made by self and others and suggest what might happen because of different decisions made Respond thoughtfully to a range of sources of wisdom Gather, weigh up and use information through simple research. Practice skills of discussion, reasoning and argument in relation to questions about global issues.
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