

Religious Education ~ Skills Ladder

	End of Lower Key Stage 2	End of Upper Key Stage 2
New key vocabulary	Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, <i>(Faiths, beliefs, celebrations, key figures and festivals to fit curriculum)</i>	Omnipotent , Eternal Proverb, Messiah Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist <i>(Comparisons of faiths and world views to fit curriculum)</i>
Explore ~ know about and understand text, beliefs and context	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
Relate ~ identify how actions of believers are impacted by beliefs	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
Apply ~ understand and reflect upon how the learning can	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	Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally

relate to our own lives and the world around us

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

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