

Great Chart Primary School

Curriculum Skills Map RE



September 2021

We aim to provide creative and co-operative ways for the pupils to learn together so that all can succeed. As such we follow a skills based curriculum and we have aimed to create a document based around the key skills we see as relevant for life in the 21st Century. We believe that a curriculum heavily based on knowledge is no longer relevant, as knowledge is now so readily available at our fingertips. Instead, we want to foster in our pupils a love of learning, and develop their creativity and critical thinking through skills such as collaboration, research, problem solving, presentation, evaluation and reflection. These skills are reflected through the objectives identified in each subject area to help us develop confident, excited and proud learners who will be our leaders of the future and become a dynamic, adaptable workforce with high levels of reasoning and problem solving skills.

Teaching and learning within our school, as far as possible, is taught through a cross curricular approach to enable the children to make connections between their learning, leading to a deeper learning experience. Links are made wherever possible between subjects, however we recognise that Science, PE and RE will often need to be taught in a discrete manner.

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection – this includes: • Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes: • Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow • Seeing the world through the eyes of others, and seeing issues from their point of view.

Investigation – this includes: • Asking relevant questions • Knowing how to gather information from a variety of sources • Knowing what may constitute evidence for justifying beliefs in religion.

Interpretation – this includes: • Drawing meaning from artefacts, works of art, music, poetry and symbolism • Interpreting religious language • Suggesting meanings of religious texts.

Evaluation – this includes: • Debating issues of religious significance with reference to evidence and argument.

Analysis – this includes: • Distinguishing between opinion and fact • Distinguishing between the features of different religions.

Synthesis – this includes: • Linking significant features of religion together in a coherent pattern • Connecting different aspects of life into a meaningful whole.

Application – this includes: • Making the association between religion and individual, community, national and international life and global issues.

Expression – this includes: • Explaining concepts, rituals and practices • Expressing religious views, and responding to religious questions through a variety of media.

Curriculum Skills Map- RE- Foundation

**Attainment target 1: Learning about religions.
(Knowledge and understanding of:)**

Attainment target 2: Learning from religions.

Explore the wider world and their place within it.
Make comparisons between themselves and others around them.
Begin to understand that different people believe different things and celebrate differently to others.
To begin to learn about special people both in their community and in religions.
Begin to learn about Christianity and Judaism, their festivals and special people.

Curriculum Skills Map- RE - Year 1

Attainment target 1: Learning about religions.
(Knowledge and understanding of:)
(Years F, 1,2 and 3)

Attainment target 2: Learning from religions.
(Years 4,5 and 6)

Generic skills : Pupils:

AF1: Thinking about religion and belief

- Recall features of religious, spiritual and moral stories and other forms of religious expression.
- Recognise and name features of religions and beliefs.

AF2: Pupils: Enquiring.

Investigating and interpreting

- Identify what they find interesting and puzzling in life.
- Recognise symbols and other forms of religious expression.

Values and commitments
(making sense of right and wrong)

Identify what is of value and concern to themselves, in religious material studied.

Curriculum Skills Map- RE - Year 2

Attainment target 1: Learning about religions. (Knowledge and understanding of: (Years F, 1,2 and 3)		Attainment target 2: Learning from religions. (Years 4,5 and 6)
<p><u>Generic skills : Pupils:</u></p> <p>AF1: Thinking about religion and belief</p>	<ul style="list-style-type: none"> • Retell religious, spiritual and moral stories. • Identify how religion and belief is expressed in different ways. • Identify similarities and differences in features of religions and beliefs. 	
<p><u>AF2: Pupils: Enquiring.</u></p> <p>Investigating and interpreting</p>	<p>Recognise that some questions about life are difficult to answer.</p> <ul style="list-style-type: none"> • Ask questions about their own and others' feelings and experiences. • Identify possible meanings for symbols and other forms of religious expression. 	
<p><u>Values and commitments (making sense of right and wrong)</u></p>	<p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	

Curriculum Skills Map- RE - Year 3

**Attainment target 1: Learning about religions.
(Knowledge and understanding of:)
(Years F, 1,2 and 3)**

**Attainment target 2: Learning from religions.
(Years 4,5 and 6)**

Generic skills : Pupils:

AF1: Thinking about religion and belief

- Make links between beliefs, stories and practices.
- Identify the impacts of beliefs and practices on people's lives.
- Identify similarities and differences between religions and beliefs.

AF2: Pupils: Enquiring,

Investigating and interpreting

- Investigate and connect features of religions and beliefs.
- Ask significant questions about religions and beliefs.
- Describe and suggest meanings for symbols and other forms of religious expression.

**Values and commitments
(making sense of right and wrong)**

Make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Curriculum Skills Map- RE - Year 4

Attainment target 1: Learning about religions. (Knowledge and understanding of: (Years F, 1,2 and 3)		Attainment target 2: Learning from religions. (Years 4,5 and 6)
<p><u>Generic skills : Pupils:</u></p> <p>AF1: Thinking about religion and belief</p>		<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices. • Describe the impact of beliefs and practices on individuals, groups and communities. • Describe similarities and differences within and between religions and beliefs.
<p><u>AF2: Pupils: Enquiring.</u></p> <p>Investigating and interpreting</p>		<ul style="list-style-type: none"> • gather, select, and organise ideas about religion and belief. • Suggest answers to some questions raised by the study of religions and beliefs. • Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.
<p><u>Values and commitments (making sense of right and wrong)</u></p>		<p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>

Curriculum Skills Map- RE - Year 5

Attainment target 1: Learning about religions. (Knowledge and understanding of: (Years F, 1,2 and 3)		Attainment target 2: Learning from religions. (Years 4,5 and 6)
<p><u>Generic skills : Pupils:</u></p> <p>AF1: Thinking about religion and belief</p>		<ul style="list-style-type: none"> • Explain connections between questions, beliefs, values and practices in different belief systems. • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. • Explain how and why differences in belief are expressed.
<p><u>AF2: Pupils: Enquiring,</u></p> <p>Investigating and interpreting</p>		<ul style="list-style-type: none"> • Suggest lines of enquiry to address questions raised by the study of religions and beliefs. • Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. • Recognise and explain diversity within religious expression, using appropriate concepts.
<p><u>Values and commitments (making sense of right and wrong)</u></p>		<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p>

Curriculum Skills Map- RE - Year 6

Attainment target 1: Learning about religions. (Knowledge and understanding of: (Years F, 1,2 and 3)		Attainment target 2: Learning from religions. (Years 4,5 and 6)
<p><u>Generic skills : Pupils:</u></p> <p>AF1: Thinking about religion and belief</p>		<ul style="list-style-type: none"> • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
<p><u>AF2: Pupils: Enquiring,</u></p> <p>Investigating and interpreting</p>		<ul style="list-style-type: none"> • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. • Interpret religions and beliefs from different perspectives. • Interpret the significance and impact of different forms of religious and spiritual expression.
<p><u>Values and commitments (making sense of right and wrong)</u></p>		<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply.</p>

