



SKILLS PROGRESSION MAP FOR: RE
MAP OUT THE DEVELOPMENT OF SPECIFIC SKILLS AS THEY OCCUR ACROSS THE SCHOOL

Y3 & 4			Y5 & 6		
<p>talking about and visually representing their ideas of heaven.</p> <p>writing their own prayers</p>	<p>writing their own psalm and/or using other creative ways to express their feelings.</p> <p>discussing and investigating various art forms in different faiths</p> <p>investigating, discussing and producing a commissioned piece of art for a chosen faith.</p>	<p>considering, discussing and investigating aspects of Jesus' life</p> <p>exploring the feelings of the marginalised in society, with whom Jesus made relationships.</p>	<p>talking about circumstances where there is a moral dilemma.</p> <p>discussing and listening to others' ideas with empathy about special things and how they should be respected and treated properly.</p>	<p>investigating and discussing guidelines in the home, school and community as well as in the main teachings of religions.</p> <p>discussing and listening to others' views about what is important and the values they have.</p>	<p>investigating the different theories for the world's origins and expressing views through various art forms.</p> <p>discussing and listening to others' views about issues about the environment and of right and wrong.</p>
<p>talking about and visually representing their ideas of heaven.</p> <p>writing their own prayers</p>	<p>exploring rules of their own after talking about the 10 commandments</p> <p>discussing the challenges faced by Joseph and Moses.</p>	<p>talking about and investigating possible criteria in churches to meet the needs of various families.</p> <p>discussing and evaluating the evidence from their investigations.</p>	<p>discussing how important pilgrimages are to some people with a faith.</p> <p>discussing and listening to others' ideas about the reasons why people go on pilgrimages.</p>	<p>discussing and investigating the religions in the locality both past and present; and the religious nature of their city and area.</p> <p>discussing and writing a charter to highlight ways to live harmoniously.</p>	
<p>Talking about and developing a respect for</p>	<p>discussing Hindu people's beliefs and</p>		<p>investigating the different theories</p>	<p>discussing and comparing their</p>	

<p>Muslim people and their beliefs Discussing various aspects of the pupils' lives.</p>	<p>values.</p>		<p>for the world's origins and expressing views through various art forms.</p> <p>discussing and listening to others' views about issues about the environment and of right and wrong.</p>	<p>celebrations with Jewish celebrations.</p> <p>talking about and comparing their food and Saturday activities with the Jewish Shabbat.</p>	
<p>Talking about the positive characteristics of the people in the Bible and others</p> <p>Discussing ideas about right and wrong</p>	<p>discussing their views about justice and fairness.</p> <p>writing about what they think 'love is'.</p> <p>talking about Hindu people and their celebrations and developing an understanding and respect for them.</p>		<p>investigating and discussing the revelation of the Qur'an.</p> <p>exploring and discussing aspects of Muslim homes and family lives and their importance.</p>	<p>talking about and presenting their findings in a variety of forms, within groups.</p> <p>discussing and listening to others' ideas about fairness/ unfairness; right/ wrong; and respond to making a difference in the world.</p>	
				<p>talking about and exploring their own journeys through life.</p> <p>discussing and listening to others' ideas about worth of different aspects of journeys through life.</p>	

