

## Skills Grid: Religious Education

### Knowledge, skills and attitudes in RE

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
<b>Investigating</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ asking relevant questions</li> <li>▪ knowing how to use different types of sources as ways of gathering information</li> <li>▪ knowing what may constitute evidence for understanding religion(s).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask increasingly deep and complex questions about religion.</li> <li>▪ Use a widening range of sources to pursue answers.</li> <li>▪ Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.</li> <li>▪ Evaluate a range of responses to the questions and issues they study.</li> </ul>
<b>Reflecting</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ reflecting on religious beliefs and practices and ultimate questions</li> <li>▪ reflecting upon feelings, relationships, and experiences</li> <li>▪ thinking and speaking carefully about religious and spiritual topics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe how action and atmosphere makes them feel.</li> <li>▪ Experience the use of silence and thoughtfulness in religion and in life.</li> <li>▪ Take increasing account of the meanings of experience and discern the depth of questions religion addresses.</li> <li>▪ Respond sensitively and with insight to religious and spiritual phenomena and their meanings.</li> </ul>
<b>Expressing</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ explaining concepts, rituals and practices</li> <li>▪ identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain what words and actions might mean to believers.</li> <li>▪ Articulate their own reactions and ideas about religious questions and practices.</li> <li>▪ Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative.</li> <li>▪ Explain in words and other ways their own responses to matters of deep conviction.</li> </ul>
<b>Interpreting</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ drawing meaning from, for example artefacts, works of art, poetry and symbols</li> <li>▪ interpreting religious language</li> <li>▪ suggesting meanings of religious texts.</li> <li>▪ Say what an object means, or explain a symbol.</li> <li>▪ Use figures of speech or metaphors to speak creatively about religious ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted.</li> <li>▪ Clarify and express the role of interpretation in religion and life.</li> </ul>
<b>Empathising</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>▪ developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>▪ seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ See with sensitivity how others respond to their actions, words or behaviour.</li> <li>▪ Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts.</li> <li>▪ Imagine with growing awareness how they would feel in a different situation from their own.</li> <li>▪ Identify thoughtfully with other people from a range of communities and stances for life.</li> </ul>

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<p><b>Applying</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ using RE learning in new situations</li> <li>▪ making the association between religions and individual community, national and international life</li> <li>▪ identifying key religious values and their connections with secular values.</li> </ul>	<p>Recognise religious materials and take note of their details and style.</p> <ul style="list-style-type: none"> <li>▪ See links and simple connections between aspects of religions.</li> <li>▪ Make increasingly subtle and complex links between religious material and their own ideas.</li> <li>▪ Apply learning from one religious context to new contexts with growing awareness and clarity.</li> <li>▪ Synthesise their learning from different religious sources and their own ideas.</li> </ul>
<p><b>Discerning</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ developing insight into personal experience and religion</li> <li>▪ exploring the positive and negative aspects of religious and secular beliefs and ways of life</li> <li>▪ relating learning to life</li> <li>▪ making thoughtful judgements about the personal value of religious beliefs and practices.</li> </ul>	<p>Experience the awe and wonder of the natural world and of human relations.</p> <ul style="list-style-type: none"> <li>▪ Be willing to look beyond the surface at underlying ideas and questions.</li> <li>▪ Weigh up the value religious believers find in their faith with insight, relating it to their own experience.</li> <li>▪ Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.</li> </ul>
<p><b>Analysing</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ distinguishing between opinion, belief and fact</li> <li>▪ distinguishing between the features of different religions</li> <li>▪ recognising similarities and distinctiveness of religious ways of life.</li> </ul>	<p>See what kinds of reasons are given to explain religious aspects of life.</p> <ul style="list-style-type: none"> <li>▪ Join in discussion about issues arising from the study of religion.</li> <li>▪ Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue.</li> <li>▪ Analyse the religious views encountered with fairness, balance, empathy and critical rigour.</li> </ul>
<p><b>Synthesising</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ linking significant features of religion together in a coherent pattern</li> <li>▪ connecting different aspects of life into a meaningful whole</li> <li>▪ making links between religion and human experience, including the pupil's own experience.</li> </ul>	<p>Notice similarities between stories and practices from religions.</p> <ul style="list-style-type: none"> <li>▪ Use general words to describe a range of religious practice and teaching.</li> <li>▪ Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions.</li> <li>▪ Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.</li> </ul>
<p><b>Evaluating</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ debating issues of religious significance with reference to experience, evidence and argument</li> <li>▪ weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> <li>▪ drawing conclusions which are balanced, and related to evidence, dialogue and experience.</li> </ul>	<p>Talk about what makes people choose religious ways of life.</p> <ul style="list-style-type: none"> <li>▪ Describe how religious people show the importance of symbols, key figures, texts or stories.</li> <li>▪ Weigh up with fairness and balance the value they see in a range of religious practices.</li> <li>▪ Evaluate skilfully some religious responses to moral issues, and their own responses.</li> </ul>

**NB: These skills are generic to RE across the key stages. They are intended to show a progression.**