



# St John's Highbury Vale C of E Primary School

Conewood Street, London N5 1DL

Tel: 020 7226 4906

E-mail: [admin@stjhv.islington.sch.uk](mailto:admin@stjhv.islington.sch.uk)

Head of School: Mrs Lindsey Hodgson

Executive Head: Mrs Tonnie Read

St John's Highbury Vale CE Primary School Skills Progression at Expected Level						
Subject Area: RE						
Curriculum Leader: Lindsey Hodgson						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Beliefs, Teachings, Sources of Wisdom &amp; Authority AT1</b>	<b>Retell</b> a religious (eg Christian, Hindu etc) story and <b>talk about it.</b>	<b>Retell</b> a religious story and suggest meanings to some religious and moral stories.	<b>Describe</b> what a believer might learn from a religious story/sacred text. <b>Reflect and respond</b> thoughtfully.	<b>Make links</b> between the beliefs (teachings, sources, etc) of the different religions studied and <b>show how they are connected</b> to believers' lives.	<b>Suggest reasons</b> for the similar and different beliefs which people hold, and <b>explain how</b> religious sources are used to provide answers to important questions about life and morality.	<b>Describe, connect and explain</b> different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.
<b>Ways of Living AT1</b>	<b>Recall and name</b> different beliefs and practices, including festival, worship rituals and ways of life.	<b>Ask and respond</b> to questions about why religious communities do different things.	<b>Describe</b> and begin to make links between some of the things that are the same and different for religious people.	<b>Use the correct religious vocabulary to describe and compare</b> what practices and experiences may be involved in belonging to different religious groups.	Begin to <b>explain</b> , with reasons, the <b>meaning and significance</b> religion/faith to individuals and communities.	<b>Understand and explain</b> how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.





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<p><b>Ways of Expressing Meaning</b> <b>AT1</b></p>	<p><b>Recognise</b> religious art, symbols and words and <b>talk about</b> them.</p>	<p><b>Recognise</b> that religious symbols, words and actions express a community way of living.</p>	<p>Use religious vocabulary to <b>describe</b> some of the different ways of life and ways of <b>expressing</b> meaning.</p>	<p>Verbalise and/or <b>express</b> their own thoughts about belief, ways of living and expressing <b>meaning</b>, using a range of media.</p>	<p><b>Show understanding</b> of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to <b>apply their knowledge</b> to their own <b>understanding</b> of religious and spiritual expression of belief and value.</p>	<p><b>Consistently use</b> correct religious and philosophical vocabulary in <b>explaining what the significance</b> of different forms of religious, spiritual and moral expression might be for believers.</p>
<p><b>Questions of Identity, Diversity and Belonging</b> <b>AT2</b></p>	<p><b>Begin to ask questions</b> about the faith communities in their school.</p>	<p>Notice and <b>respond</b> sensitively to some similarities between different religious and worldviews.</p>	<p><b>Compare their own understanding</b> of belonging with that of someone else's. <b>Identify</b> similarities and differences.</p>	<p><b>Verbalise</b> their own <b>understanding</b> of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.</p>	<p>Begin to consider and <b>apply ideas</b> about ways in which diverse communities can live together for the well-being of all and <b>respond thoughtfully</b> to ideas about community, values and respect.</p>	<p>Consider the challenges and impact of belonging to a religion today with <b>reference to our own and other people's views</b> on human nature and society, supporting those views with <b>reasons and examples</b>.</p>





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<p><b>Questions of Meaning, Purpose and Truth</b> AT2</p>	<p><b>Think</b> about the special things that happen to them and others.</p>	<p><b>Explore questions about meaning</b> and truth. <b>Discuss</b> sacred writings and sources of wisdom</p>	<p><b>Ask important questions</b> about life and <b>compare</b> their ideas with those of other people.</p>	<p>Begin to <b>apply</b> their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p>	<p><b>Represent the views of others</b> about <b>meaning</b>, purpose and truth.</p>	<p><b>Use reasoning and examples</b> to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.</p>
<p><b>Questions of Values and Commitments</b> AT2</p>	<p><b>Think about</b> what is important to them and to other people.</p>	<p><b>Begin to express their ideas</b> and opinions and to recognise there could be more than one answer.</p>	<p><b>Link things</b> that are important to them and other people with the way they think and behave.</p>	<p>Confidently <b>ask questions</b> about the moral decisions they make and <b>suggest</b> what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.</p>	<p><b>Apply and express</b> their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p>	<p><b>Use reasoning and a range of examples</b> to express insights into the relationship between beliefs, teachings and world issues. <b>Reflect on their own ideas.</b></p>





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Subject Area: RE						
Curriculum Leader: Lindsey Hodgson						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Beliefs, Teachings, Sources of Wisdom &amp; Authority AT1</b>	<b>Retell a religious (eg Christian, Sikh etc) story and give some meaning behind different beliefs and practices.</b>	<b>Begin to describe</b> what a believer might learn from a religious story.	<b>Make links</b> between the beliefs (teachings, sources, etc) of different religious groups and begin to show <b>how they are connected</b> to believers' lives.	<b>Begin to suggest reasons</b> for the similar and different beliefs which people hold, and <b>explain</b> how religious sources are used to provide answers to important questions about life and morality.	<b>Say</b> what religions teach about some of the big questions of life, using different sources and arguments to <b>begin to explain the reasons</b> for diversity within and between them.	<b>Present a coherent picture</b> of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence.
<b>Ways of Living AT1</b>	<b>Begin to explain the meanings behind different beliefs and practices.</b>	<b>Begin to describe</b> some of the things that are the same and different for religious people.	Use the correct religious vocabulary to <b>describe and compare</b> what practices and experiences may be involved in belonging to different religious groups.	<b>Describe</b> why people belong to religions and <b>explain how similarities and differences</b> within and between religions can make a difference to the lives of individuals and communities.	<b>Show understanding and explain</b> how concepts/beliefs, e.g. forgiveness, resonate in their own life and be able to see that this might be different for other people because of their religious belief.	<b>Show how</b> religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion.





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<p><b>Ways of Expressing Meaning</b> AT1</p>	<p><b>Recognise religious symbols, words and actions. Begin to understand they express a community's way of life.</b></p>	<p>Use religious vocabulary to <b>describe</b> some of the different ways in which people show their beliefs.</p>	<p><b>Express</b> religious beliefs (ideas, feelings, etc) using a range of media, and the correct religious vocabulary used by believers, and <b>suggest</b> what they mean.</p>	<p>Use a wide religious vocabulary in <b>suggesting reasons for the similarities and differences</b> in forms of religious, spiritual and moral expression found within and between religions.</p>	<p>Use correct religious and philosophical vocabulary in <b>explaining what the significance</b> of different forms of religious, spiritual and moral expression might be for believers.</p>	<p><b>Use a wide religious and philosophical vocabulary</b>, as well as different forms of expression, in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways.</p>
<p><b>Questions of Identity, Diversity and Belonging</b> AT2</p>	<p><b>Begin to ask and respond sensitively to what individuals and communities do.</b></p>	<p><b>Begin to make connections</b> between their own experiences of belonging and those of others.</p>	<p><b>Begin to observe and suggest</b> why belonging to a community, (religious or non-religious) may be valuable and bring a different dimension to how to live a life.</p>	<p><b>Give their own and others' views</b> on questions about who they are and where they belong and on the challenges of belonging to a religion. Give a <b>personal view</b> of what inspires and influences them.</p>	<p>Consider the challenges and impact of belonging to a religion today with <b>reference to our own and other people's views</b> on human nature and society, supporting those views with <b>reasons and examples</b>.</p>	<p><b>Give a personal view with reasons and examples</b> on what value religious and other views might have for <b>understanding</b> ourselves and others.</p>





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<p><b>Questions of Meaning, Purpose and Truth</b> AT2</p>	<p><b>Talk about aspects of religious stories which raise questions for people.</b></p>	<p><b>Begin to ask important questions</b> about life. <b>Begin to compare</b> their ideas with those of others.</p>	<p><b>Discuss and represent</b> their own views on challenging questions. <b>Suggest reasons and respond thoughtfully.</b></p>	<p><b>Ask questions</b> about the meaning and purpose of life and <b>suggest answers</b> which relate to the search for truth in our lives.</p>	<p><b>Use reasoning and examples to express insights</b> into their own and others' views on questions about the meaning and purpose of life and the search for truth.</p>	<p><b>Give a personal view with reasons and examples</b> on what value religious and other views might have for <b>understanding</b> questions about the meaning and purpose of life.</p>
<p><b>Questions of Values and Commitments</b> AT2</p>	<p><b>Talk about</b> what is important to them and to others with respect for their feelings.</p>	<p><b>Begin to make links</b> that are important to them and other people with the way they think and behave.</p>	<p><b>Begin to ask questions</b> about the moral decisions they make and <b>suggest</b> what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.</p>	<p><b>Begin to apply and express</b> their own ideas and others' ideas about ethical questions, including ideas about what is right and wrong and what is fair and just.</p>	<p><b>Use reasoning and examples</b> to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them.</p>	<p><b>Give a personal view with reasons and examples</b> on what value religious and other views might have for <b>understanding</b> what is important to them and to other people.</p>

