



SKILLS LADDER - RE

	EYFS	KS1	Year 3	Year 4	Year 5	Year 6
Theology - Where Beliefs Come From	Talk about the lives of the people around them and their roles in society;	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief	Show awareness of different sources of authority and how they link with beliefs.	Identify different sources of authority and how they link with beliefs.	Describe different sources of authority and how they link with beliefs.	Explain different sources of authority and the connections with beliefs.
	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	Recognise different types of writing from within one text	Identify different types of writing and give an example of how a believer might interpret a source of authority	Give examples of different writings and different ways in believers interpret sources of authority	Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
Theology - How Beliefs Change Over Time			Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non- religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
Theology - How Beliefs Relate to Each Other		Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview.	Make clear links between different beliefs being studied within a religion or worldview.	Describe the connections between different beliefs being studied and link them to sources of authority	Explain connections different beliefs being studied and link them to sources of authority using theological terms
			Show awareness of some of the similarities and differences between and within religions and worldviews.	Identify some of the similarities and differences between and within religions and worldviews	Describe some of the key theological similarities and differences between and within religions and worldviews	Explain the key theological similarities and differences between and within religions and worldviews
Theology - How Beliefs Shape the way Believers See the World and Each Other		Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others
Philosophy - The Nature of knowledge, meaning and existence		Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence
		Talk about what people mean when they say they ‘know’ something.	Talk about the difference between knowing and believing.	Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
Philosophy - How and whether things make sense		Give a reason to say why someone might hold a particular belief using the word ‘because’	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief	Explain, using a range of reasons, whether a position or argument is coherent and logical.	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.
			Use more than one reason to support their view.	Give reasons for more than one point of view, providing pieces of evidence to support these views	Link a range of different pieces of evidence together to form a coherent argument	Use well-chosen pieces of evidence to support and counter a particular argument

Philosophy - Issues of right, wrong, good and bad		Using religious and belief stories, make connections between peoples’ beliefs about right and wrong and their actions.	Recognise that it is difficult to define ‘right’, ‘wrong’, ‘good’ and ‘bad’.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
			Recognise some of the similarities and differences between these ideas.			
Human/Social Sciences - The Diverse nature of religion		Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.	Describe the difference between the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms ‘religion’ and “belief’ are used by followers from within a religion or worldview and those from outside it.	Begin to analyse and evaluate the varying use of the terms ‘religion’ and ‘belief’ by followers from within a religion or worldview and those from outside it.
					Show awareness that talking about religion and belief can be complex.	Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
Human/Social Sciences - Diverse ways in which people practice and express beliefs		Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/ worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/ worldviews) with reference to at least two different religions/ worldviews.
Human/Social Sciences - The ways in which beliefs shape individual identity, and impact on communities and society and vice versa		Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.