

Astley C.E. Primary School
R.E. Skills: Children will be increasingly able to:

Investigating	Applying
<p>Ask increasingly deep and complex questions about religion. Use a widening range of sources to pursue answers. Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. Evaluate a range of responses to the questions and issues they study.</p>	<p>Recognise religious materials and take note of their details and style. See links and simple connections between aspects of religions. Make increasingly subtle and complex links between religious material and their own ideas. Apply learning from one religious context to new contexts with growing awareness and clarity. Synthesise their learning from different religious sources and their own ideas.</p>
Reflecting	Discerning
<p>Describe how action and atmosphere makes them feel. Experience the use of silence and thoughtfulness in religion and in life. Take increasing account of the meanings of experience and discern the depth of questions religion addresses. Respond sensitively and with insight to religious and spiritual phenomena and their meanings.</p>	<p>Experience the awe and wonder of the natural world and of human relations. Be willing to look beyond the surface at underlying ideas and questions. Weigh up the value religious believers find in their faith with insight, relating it to their own experience. Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.</p>
Expressing	Analysing
<p>Explain what words and actions might mean to believers. Articulate their own reactions and ideas about religious questions and practices. Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative. Explain in words and other ways their own responses to matters of deep conviction.</p>	<p>See what kinds of reasons are given to explain religious aspects of life. Join in discussion about issues arising from the study of religion. Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. Analyse the religious views encountered with fairness, balance, empathy and critical rigour.</p>
Interpreting	Synthesising
<p>Say what an object means, or explain a symbol. Use figures of speech or metaphors to speak creatively about religious ideas. Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. Clarify and express the role of interpretation in religion and life.</p>	<p>Notice similarities between stories and practices from religions. Use general words to describe a range of religious practice and teaching. Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions. Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.</p>
Empathising	Evaluating
<p>See with sensitivity how others respond to their actions, words or behaviour. Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. Imagine with growing awareness how they would feel in a different situation from their own. Identify thoughtfully with other people from a range of communities and stances for life.</p>	<p>Talk about what makes people choose religious ways of life. Describe how religious people show the importance of symbols, key figures, texts or stories. Weigh up with fairness and balance the value they see in a range of religious practices. Evaluate skilfully some religious responses to moral issues, and their own responses.</p>

Please refer to the R.E. long term plan to see the units of work that these skills are embedded within.