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|  | Theology Skills map |

At Cranham C of E Primary School, we value Religious Education. Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE children learn about religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and world views. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

**At Cranham, we are Theologists. We have…**

• An excellent level of religious understanding and **knowledge**.

• The ability to **think, reflect, debate, discuss and evaluate** religious stories, key texts, traditions, customs and ways of life of Christianity and other world religions.

• The ability to **communicate** ideas confidently in a range of styles appropriate to a range of audiences.

• The ability to link the study of religion and belief to personal reflections on meaning and purpose on their own spiritual journey.

• A respect and understanding for world religions, cultural differences and beliefs.

In the Early Years, we explore ideas about communities and faith as part of our Curriculum. Children in EYFS explore the idea that people have different thoughts, feelings and ideas from each other. The children also learn that people are part of a range of communities and that sharing Religious festivals or visiting special places might be part of this.

|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Theolgogians know** | * Learn about key teachings of a religion.
* Know some of the main festivals or celebrations of a religion.
* Recognise and name some religious symbols and places.
 | * Identify the core beliefs of religions studied.
* Know some of the main stories from religions (e.g. the meaning behind a festival).
* Recognise and name some religious symbols and places.
 | * Identify the core beliefs and concepts of religions studied.
* Give examples of how stories show what people believe (e.g. the meaning behind a festival).
* Describe religious buildings and identify key features and artefacts.
 | * Identify and explain the core beliefs and concepts of major religions.
* Know a range of key stories from religions, and what these show about people’s beliefs.
* Give clear, simple accounts of what stories and texts mean to believers.
 | * Identify and explain the core beliefs and concepts of major religions,
* Explain how some teachings and beliefs are shared between religions.
* Describe examples of ways in which people use text/sources to make sense of core belief.
 | * Identify and explain the core beliefs and concepts studied, using examples from key sources.
* Explain how some teachings and beliefs are shared between religions.
* Describe examples of ways in which people use text/sources to make sense of core belief.
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|  **Theologians reflect and respond** | * Think, talk and ask questions about key religious stories.
* Identify the things that are important in their own lives and compare these to religious beliefs.
* Ask questions about puzzling aspects of life.
 | * Think, talk and ask questions about key religious stories, figures and beliefs.
* Make simple connections between some of the beliefs and practices studied and their own life.
* Ask and discuss questions about puzzling aspects of life.
 | * Think, talk and ask questions about key religious stories, figures and beliefs.
* Make connections between some of the beliefs and practices studied and their own life.
* Ask and discuss questions about puzzling aspects of life.
 | * Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own.
* Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils live and think.
* Give good reasons for the views they have and the connections they make.
 | * Make connections between the beliefs and practices studied evaluating and explaining their importance to different people (e.g. believers and atheists).
* Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils live and think.
* Consider how the ideas they have studied relate to their own experiences.
 | * Make connections between the beliefs and practices studied evaluating and explaining their importance to different people (e.g. believers and atheists).
* Reflect on and articulate lessons people might gain from the beliefs / practices studied including their own responses, recognising others may think differently.
* Consider how ideas studied relate to their own experiences of the world today, developing insights of their own and giving reasons for their views.
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| **Theologians record and share ideas** | * Explore religious practices beliefs and concepts practically.
* Share understanding of morals.
* Perform and take part in religious festivals and events using singing, acting, prayer and drawings.
 | * Give examples of how people use stories, texts and teachings to guide their lives.
* Share and discuss an understanding of morals.
* Present their knowledge using presentations, drama, singing, prayer and drawings.
 | * Give examples of how people use stories, texts and teachings to guide their lives.
* Discuss and give opinions on religions and stories involving moral dilemmas.
* Gather and present their knowledge using presentations, drama, singing, prayer and drawings.
 | * Describe how people show their beliefs in how they worship and in the way they live their lives.
* Discuss and give opinions on stories involving moral dilemmas.
* Use texts, artefacts, research and other sources to present key aspects of religious beliefs and concepts.
 | * Compare religious practices including how people put their beliefs into action in different communities or cultures.
* Discuss and give opinions on stories involving moral dilemmas.
* Use texts, artefacts, research and other sources to present key aspects of religious beliefs and concepts.
 | * Compare and contrast religious practices including how people put their beliefs into action in different communities or cultures.
* Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).
* Use texts, artefacts, research and other sources to present key aspects of religious beliefs and concepts.
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