

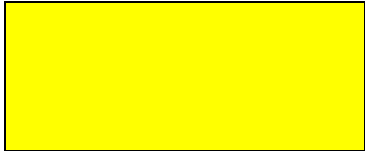


Theological Skills - Progression through the National Curriculum

Notes:

- NC Criteria are only broken down into KS1 and KS2: the year-by-year assignments are Escomb Primary School Curriculum Offer

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	BY THE END OF KEY STAGE ONE			BY THE END OF KEYSTAGE 2			
BELIEF	<p>ask relevant questions.</p> <p>draw meaning from artefacts, art, poetry, and symbolism.</p> <p>interpreting religious language</p>			<p>suggesting meanings of religious texts</p> <p>explaining why people belong to faith communities</p> <p>considering the thoughts, feelings, experiences, beliefs, attitudes and values of others</p>			
AUTHORITY	<p>knowing how to use different types of sources as a way of gathering information</p> <p>knowing what may constitute evidence for understanding religion(s)</p> <p>ascertaining facts</p>			<p>making the association between religions and individual, community, national and international life</p> <p>identify key religious values and their interplay with secular ones</p> <p>exercising critical and appreciative judgment in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith</p> <p>distinguishing between features of different religions</p>			
EXPRESSIONS OF BELIEF	<p>pursuing a line of enquiry or argument</p> <p>giving an informed opinion and expressing a personal viewpoint</p>			<p>identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media</p> <p>developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</p>			
IMPACT OF BELIEF				<p>debating issues of religious significance, with reference to evidence, factual information and argument</p> <p>weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> <p>thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices</p>			



developing a personal interest and curiosity in puzzling, searching and challenging questions
seeing the world through the eyes of others and issues arising from their point of view