



Religion and Values Education (RVE) Skills Grid

	Understand belief, teaching, and practices	Understand the ways in which beliefs shape individual identity, and impact on communities and society.	Understand that religion changes the landscape.	Interpretations of religion	Religious symbolism	Analyse issues of morality	Apply knowledge and understanding to make supported judgements	Evaluate opinions in a respectful way
Purpose	Ethical, informed citizens of Wales and the world	Ethical, informed citizens of Wales and the world	Ambitious, capable learners, ready to learn throughout their lives	Ambitious, capable learners, ready to learn throughout their lives	Ambitious, capable learners, ready to learn throughout their lives	Ambitious, capable learners, ready to learn throughout their lives Ethical, informed citizens of Wales and the world	Ethical, informed citizens of Wales and the world	Ambitious, capable learners, Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
What Matters Statement	Human societies are complex and diverse, and shaped by human actions and beliefs.			Events and human experiences are complex, and are perceived, interpreted and represented in different ways.			Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	
Nursery	Listen to a story from an important religious text.	List the beliefs of you and your family	List the that places are important to me.	Consider why we ask questions.	Recognise some religious symbols.	Consider actions that could be described as good and bad.	Give a simple opinion about a religious belief or practice.	Think about what we can learn from different religious stories.
Reception	Give a clear, simple account of narrative, stories or important texts used by various religions	Recognise that people in your class may have different beliefs.	Recognise that places are important to me and other people.	Ask questions about your life.	Match religious symbols to the correct religions.	Understanding that religions have rules, which they believe helps them to be good people.	Give your own opinion about religious beliefs and practices.	Ask questions about different religions
Year 1		Recognise that beliefs can have an impact on a believer's daily life, their family or local community	Recognise that religious people have places that are significant.	Identify what they find interesting and puzzling in life	Recognise and name religious symbols and words.	Use religious and belief stories to talk about how beliefs impact on how people behave	Recognise that people in your class have different opinions to you.	Ask philosophical questions about the world.
Year 2	Retell a narrative, story or important text from various religions or worldviews and recognise a link with a belief	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Describe some religious and non-religious features of places, environments and landscapes.	Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences.	Identify possible meanings for symbols and other forms of religious expression.	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Recognise that people in your community have different opinions.	Investigate questions about different faith practices and compare some answers
Year 3 and 4	Describe different sources of authority and how they link with beliefs.	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.	Describe, and explain how and why some places and spaces are especially important to people for religious and non-religious reasons.	Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs	Describe and suggest meanings for symbols and other forms of religious expression.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas. Consider ethical and moral questions, showing awareness of diversity.	Investigate questions about different faiths and compare the answers.	Explain how religious beliefs and teachings are used to formulate viewpoints.
Year 5 and 6	Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.		Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the	Suggest meanings for a range of forms of religious expression, using appropriate vocabulary	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and	Explain how religious beliefs and teachings are used to formulate viewpoints.	Use sources and evidence to explain how views are based on religious and non-religious teachings.



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				study of religions and beliefs		why there are differences.		
Year 7	Analyse and evaluate different sources of authority, considering the writings of key thinkers, and how these have shaped and formed beliefs.		Understand and explain how species and environments are associated with religious and non-religious beliefs and practices.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts.	Describe the key teachings behind each expression of faith (symbols, figures, pilgrimages, holy book, festivals)	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	Investigate arguments for different points of view and fully support them with arguments and examples.	Investigate arguments for different points of view and fully support them with examples and explanations.
Year 8	Contextualise and evaluate sources of authority including the writings of a range of key thinkers and how these have shaped and formed beliefs	Analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Understand and explain how spaces and environments are associated with religious and non-religious beliefs and practices. Recognise similarities and differences between religious buildings.	Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. Interpret religions and beliefs from different perspectives.	Identify how the main six world religions express themselves in society through symbolism.	Analyse and evaluate a range of different answers to ethical and moral questions/issues, showing coherent understanding of the connections between beliefs, practices and behaviour.	Evaluate a range of opinions and give simple recommendations about the most convincing side of the debate. Support views with religious and non-religious ideas.	Evaluate a range of opinions and give simple recommendations about the most convincing side of the debate. Support views with religious and no religious sources of authority.
Year 9	Contextualise, analyse and evaluate where beliefs come from using evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences.		Explain how spaces and environments have changed over time due to religious and non-religious belief and practices.	Explain religious and non-religious viewpoints based on religious texts and sources of authority.	Interpret the significance and impact of different forms of religious and spiritual expression		Present a well formulated argument through discussion and debate. Support views with religious and no n religious views.	Present a well formulated argument through discussion and debate. Support views with religious and no religious sources of authority.
Year 10	Contextualise, analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews	Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs	Explain and analyse the extent to which religious and non-religious beliefs, practices and action have led to changes in the natural world.	Interpret sources of authority of religious and non-religious thought. Compare and contrast different interpretations. Come to well-judged conclusions based on those interpretations.	Explain how key beliefs, teachings and symbolism influence practice, e.g. Shiva and Varanasi.	Begin to contextualise and evaluate the different answers to ethical and moral questions/issues drawing on a range of disciplines and research methods.	Using religious teaching produce a well-developed argument for and against. Support views with a range of opinions.	Use religious teachings to produce a well-developed argument for and against. Support views with religious and no religious sources of authority. Formulate a well-reasoned judgement based on relevance evidence and information.
Year 11			Evaluate and analyse the extent to which religious and non-religious beliefs practices and action have led to changes in the natural world.	Interpret sources of authority of religious and non-religious thought, considering the reliability, authenticity and authorship when considering the validity of the interpretations.	Explain and evaluate how key beliefs, teaching and symbolism influence practice.			Use religious and non-religious teaching to produce a well-developed argument for and against with a well-reasoned judgement.



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			Consider if these changes are positive.					Recognise the rights of others to hold different views.
Year 12 and 13	Critically analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews	Critically analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs	Critically evaluate the extent religious practices have altered the natural world. Critically analyse if these changes are necessary or positive.	Evaluate critically religious texts and sources of authority, considering the reliability of the texts. .	Critically evaluate the relevance of religious symbolism.	Critically analyse and evaluate the prominent ethical theories and apply them to ethical and moral issues.	Critically evaluate religious concepts, texts and other sources.	Evaluate critically religious concepts, texts and other sources. Engage in debate in a way that recognised the rights of others to hold different views.