



RE: Progression of Skills

	EYFS	Year 1	Year 2		Year 4 & Year 5		
					Year 3 & Year 4	Year 5 & Year 6	
Understanding	<ul style="list-style-type: none"> •Talk about a religious story 	<ul style="list-style-type: none"> •Recount outlines of some religious stories. •Recognise features of religious life and practice. •Recognise some religious symbols and words. 	<ul style="list-style-type: none"> •Retell religious stories. •Identify some religious beliefs and teachings. •Identify some different religious practices and know that they may belong to more than one religion. •Suggest meaning in religious symbols, languages and stories. 	<ul style="list-style-type: none"> •Describe some religious beliefs and teachings of religions studied, and their importance. •Describe how some features of religions studied are expressed through festivals and practices. •Make links between religious symbols, language and stories and the belief that underlies them. 	<ul style="list-style-type: none"> •Describe the key beliefs and teachings of the religions studied, connecting them accurately with other areas of the religion. •Make some comparisons between religions. •Show understanding of the ways of belonging to religions and what this involves. 	<ul style="list-style-type: none"> •Explain how some key beliefs are shared by different religions. •Show, using technical vocabulary, how the key ideas of religions are expressed through beliefs and practices. 	<ul style="list-style-type: none"> •Explain how key beliefs make an impact on the daily lives of individuals and communities. •Explain how some forms of religious expression are used differently by individuals and communities.
Investigation and appreciation	<ul style="list-style-type: none"> • Talk about their family and say what is important to them and give examples linked to their own lives •Get to know and use appropriate words to talk about their thoughts and feelings 	<ul style="list-style-type: none"> •Identify aspects of own experiences and feelings in the religious material studied. •Identify what is of value and concern to themselves in the religious material studied. 	<ul style="list-style-type: none"> •Respond sensitively to the experiences and feelings of others, including those with a faith. •Realise that some questions that cause people to wonder are difficult to answer. •Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong. 	<ul style="list-style-type: none"> •Compare aspects of their own experiences and those of others, identifying what influences their lives. •Make links between values and commitments, including religious ones, and their own attitudes or behaviour. 	<ul style="list-style-type: none"> •Ask questions about the significant experiences of key figures from religions studied and suggest answers from their own and others' experiences. •Compare their own and other people's ideas about questions that are difficult to answer. 	<ul style="list-style-type: none"> •Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. •Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. 	<ul style="list-style-type: none"> •Make informed responses to questions of identity and experience in the light of their learning. •Make informed responses to questions of meaning and purpose in the light of their learning. •Make informed responses to people's values and commitments (including religious ones) in the light of their learning.
Expression and articulation	<ul style="list-style-type: none"> • Begin to respond to creative means and simple questions 	<ul style="list-style-type: none"> •Recount and respond using creative means such as art, poetry or drama, often collaboratively. 	<ul style="list-style-type: none"> •Ask and answer a range of 'how' and 'why' questions about how people practise their religions. •Continue to recount and respond creatively and collaboratively, making more opportunity for independent response. 	<ul style="list-style-type: none"> •Make consistently clear and accurate responses in regards to religion and religious beliefs. •Begin to respond to more abstract questions about religion and morality, moving beyond surface level 'how' and 'why' questions. 	<ul style="list-style-type: none"> •Confidently respond to questions about religion and religious beliefs. •Make stronger expressive links between their own beliefs and values and those of others. •Express their beliefs and doubts through deeper questions. 	<ul style="list-style-type: none"> •Children begin to apply their own and others' ideas about ethical questions, through persuasive writing, discursive writing and more practical means. 	<ul style="list-style-type: none"> •Children confidently respond, verbally or through written means, to ethical and religious questions, drawing on the ideas that they have learned. •Children consider about how they might make a positive impact on the world through expression of their beliefs.



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			<ul style="list-style-type: none">•Take inspiration from how others have expressed their ideas.	<ul style="list-style-type: none">•Express their interest through questions.•Become more confident in expressing their own beliefs, written or otherwise, in relation to questions.			
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