



## RE: Progression of Skills

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



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