



RE Skills Progression

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		Attainment target 1: Learning about religions. (Knowledge and understanding of:)			Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:)		
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Generic skills : Pupils: AF1: Thinking about religion and belief</p>	<p>ELG:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, and non-fiction texts <p>Know some similarities and differences between:</p> <ul style="list-style-type: none"> different religious and cultural communities life in this country and life in other countries <p>Children will:</p> <ul style="list-style-type: none"> Celebrate festivals like Diwali, Eid, Christmas 	<ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs 	<ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
<p>AF2: Pupils: Enquiring, investigating and interpreting</p>	<ul style="list-style-type: none"> Talk about special places (churches, mosques, temples) Explore family traditions and beliefs 	<ul style="list-style-type: none"> identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives interpret the significance and impact of different forms of religious and spiritual expression

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigating	<p>Investigate - Using resources as a pathway to answers.</p> <p>Investigate - Ask questions about different objects.</p>	<p>Investigate - investigate the faith locally.</p> <p>Investigate - investigate beliefs.</p> <p>Investigating - asking questions.</p>	<p>Investigating - investigating a concept across time.</p>	<p>Investigate - selecting relevant sources in order to investigate.</p>	<p>Investigate - choosing relevant parts of sources.</p>	<p>Investigating - investigate spiritual questions, trying to achieve answers.</p> <p>Investigating - using different sources.</p> <p>Investigate- consider the range of responses from children discussing their own day.</p>
Reflecting	<p>Reflecting - Reflecting on religious practices</p> <p>Reflect - Describe how an atmosphere makes them feel.</p> <p>Reflect - reflect on the use of silence and thoughtfulness in religion</p>	<p>Reflecting - reflecting on why believing in God alters people's actions.</p> <p>Reflect - reflect upon feelings of gratitude.</p> <p>Reflect - reflecting on relationships.</p>		<p>Reflect - reflecting on the emotions, experiences and feelings of others.</p>	<p>Reflecting - talking sensitively about spiritual phenomena.</p> <p>Reflect - reflect on sources to consolidate own ideas and create new ones.</p>	<p>Reflect - reflect on the impact of Islamic ideas for themselves and the potential impact on the community. Children should think about what they can learn from the ideas of others.</p>
Expressing	<p>Expressing - Saying what words or actions might mean to believers</p> <p>Express - express their own idea about religious practices.</p>	<p>Express - Explain what words might mean to believers.</p> <p>Express - explain religious concepts and practise.</p> <p>Empathising - considering the beliefs of others.</p>	<p>Express - give their own views on religious texts.</p> <p>Express - articulate their own responses in an attempt to explain.</p> <p>Express - state own ideas about religious practices.</p>	<p>Express- Express views independently about the Kingdom of God understanding the vast ways this idea can be interpreted.</p>	<p>Express - express their own views on matters of deep conviction.</p>	<p>Expressing - Clarifying which aspects of religion they find useful.</p> <p>Express - Expressing views through different media.</p>
Interpreting	<p>Interpret - Saying what an object means or explaining a symbol</p> <p>Interpret - Interpret objects within different settings.</p>	<p>Interpret - Take meaning from the Christmas story and make links between this and certain behaviours at Christmas.</p> <p>Interpret- Explain the significance of an object.</p> <p>Interpret - Draw meaning from religious stories.</p>	<p>Interpret - Use metaphors to speak creatively about religious ideas.</p> <p>Interpret - Draw meaning from religious ideas.</p>	<p>Interpret - Express views independently about the Kingdom of God understanding the vast ways this idea can be interpreted.</p>	<p>Interpret - clarify the role of interpretation in religion.</p>	<p>Interpret - look at the role of interpretation in religion.</p>

<p>Empathising</p>	<p>Empathising - considering the experiences of others</p>	<p>Empathise - empathise with others.</p>	<p>Empathise - identify with people from different communities.</p>	<p>Empathise - grow awareness of the circumstances of others.</p> <p>Empathise - Comparing the life of people worse off with that of their own, understanding their tribulations and feelings.</p>	<p>Empathise - identify with people with different viewpoints to their own.</p> <p>Empathise - identify thoughtfully with people from a range of communities and stances for life.</p>	<p>Empathising - seeing religious views through the eyes of others.</p>
<p>Applying</p>	<p>Applying - recognise religious material</p>	<p>Apply - See links and connections between aspects of religion.</p>	<p>Applying - making links between aspects of religions at different times.</p> <p>Apply - see simple connections between aspects of religion.</p> <p>Apply - make connections between own life and religious ideas.</p>	<p>Applying- identifying the validity of key religious ideas today.</p> <p>Applying - Seeing links between religious sources and practices.</p>	<p>Apply - apply their knowledge from their religious learning to their own way of life.</p> <p>Applying - children should use knowledge from different religious sources/ their prior knowledge.</p> <p>Apply - Apply learning from one context to another, making links between the two</p>	<p>Apply - Making connections between different aspects of religion.</p> <p>Applying - Using learning from one context (Easter Story) in a new context (communion).</p>
<p>Discerning</p>	<p>Discern - Experience the wonder of human relations.</p>	<p>Discern - Experience the wonder of the natural world.</p>	<p>Discerning - relating learning to life.</p> <p>Discern - look beyond the surface at the way Jesus behaved.</p> <p>Discern - weigh up the behaviour expected of Hindus with the behaviour that is expected of themselves.</p>	<p>Discerning - identifying the validity of key religious ideas today.</p>	<p>Discerning - children to recognise the impact of religious living.</p>	<p>Discern - make thoughtful judgements about their own values.</p> <p>Discern - discern the impact on a religious way of living.</p>
<p>Analysing</p>		<p>Analyse - analyse the different features of different religions.</p> <p>Analyse - discuss issues</p>	<p>Analysing - use reasons, facts and opinions to justify an idea.</p>	<p>Analyse - Analyse the impact of certain religious promises and transfer this to their own life.</p>	<p>Analyse- analyse examples of text to create a view on a religious issue</p> <p>Analyse - analyse religious views encountered with respect and fairness.</p> <p>Analyse - distinguish between opinion, belief and fact.</p>	<p>Analysing - using reasons, facts and opinions to justify or question.</p> <p>Analysing - join in a discussion about issues arising from the study of religion</p> <p>Analyse - analyse the information from</p>

						peers as well as their own learning.
Synthesising	<p>Synthesising - Noticing similarities between stories and practises from religion</p> <p>Synthesising - notice similarities and differences</p>		<p>Synthesise - notice similarities between stories and actions of people.</p> <p>Synthesise - Use general words to talk about religious practices.</p> <p>Synthesise - Make comparisons about the same idea across religions.</p>	<p>Synthesise - connecting different aspects into a meaningful whole.</p>	<p>Synthesise - making links across the same aspect of different religions/ non-religions.</p> <p>Synthesising - connecting ideas together in a coherent way.</p>	<p>Synthesising - Making links between similar aspects of two or more religions</p> <p>Synthesise - Make links across death ceremonies.</p> <p>Evaluate- weigh up the value they see in religious practices.</p>
Evaluating	<p>Evaluate - Deciding if they have learnt from 'The Lost Son'</p> <p>Evaluate - Evaluate the importance of celebrations.</p> <p>Evaluate - what can non-Christians learn from the Gospel?</p>	<p>Evaluate - evaluate how we can all use religious ideas to make the world a better place.</p> <p>Evaluating - Can everyone learn from the celebration of a religion?</p>	<p>Evaluate - evaluate the value of a range of practices.</p> <p>Evaluate - evaluate how religious people show the importance of their stories in the world today.</p> <p>Evaluate - How people demonstrate their religion/ weigh up personal thoughts on its validity.</p>	<p>Evaluate - evaluate by assessing different ideas of improvement the best way to improve the world.</p>	<p>Evaluate - evaluate religious responses to moral issues and compare it with their own.</p>	<p>Evaluate - evaluate responses to moral issues.</p> <p>Evaluate - weigh up the value they see in religious ways of living.</p> <p>Evaluate - debating issues of religious significance and weighing up their own views with those of others.</p> <p>Evaluate - consider the range of responses from children discussing their day.</p> <p>Evaluate- weigh up the value they see in religious practices.</p>