

RE Skills Progression							
		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><b>Generic skills :</b> <b>Pupils:</b> <b>AF1: Thinking about religion and belief</b></p>	<p>The EYFS curriculum and progression of skills is currently under review - coming soon!</p> <p><a href="#">Click here to see EYFS Curriculum Documents on the website for more information.</a></p>	<ul style="list-style-type: none"> <li>recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>retell religious, spiritual and moral stories</li> <li>identify how religion and belief is expressed in different ways</li> <li>identify similarities and differences in features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>make links between beliefs, stories and practices</li> <li>identify the impacts of beliefs and practices on people's lives</li> <li>identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>comment on connections between questions, beliefs, values and practices</li> <li>describe the impact of beliefs and practices on individuals, groups and communities</li> <li>describe similarities and differences within and between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>explain connections between questions, beliefs, values and practices in different belief systems</li> <li>recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>explain how and why differences in belief are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul>
<p><b>AF2: Pupils:</b> <b>Enquiring, investigating</b></p>		<ul style="list-style-type: none"> <li>identify what they find interesting and puzzling in life</li> </ul>		<ul style="list-style-type: none"> <li>investigate and connect features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>gather, select, and organise ideas about religion and belief</li> </ul>		<ul style="list-style-type: none"> <li>identify the influences on, and distinguish between,</li> </ul>

and interpreting		<ul style="list-style-type: none"> <li>• recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that some questions about life are difficult to answer</li> <li>• ask questions about their own and others' feelings and experiences</li> <li>• identify possible meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• ask significant questions about religions and beliefs</li> <li>• describe and suggest meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• suggest answers to some questions raised by the study of religions and beliefs</li> <li>• suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>• suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>• recognise and explain diversity within religious expression, using appropriate concepts.</li> </ul>	<ul style="list-style-type: none"> <li>different viewpoints within religions and beliefs</li> <li>• interpret religions and beliefs from different perspectives</li> <li>• interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>
		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>	Investigating - investigating a concept across time.	Investigate - selecting relevant sources in order to investigate.	Investigate - choosing relevant parts of sources.	<p>Investigating - investigate spiritual questions, trying to achieve answers.</p> <p>Investigating - using different sources.</p>

							Investigate-consider the range of responses from children discussing their own day.
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 - Explain what words might mean to believers.</p>	<p>Express - give their own views on religious texts.</p> <p>Express - articulate their</p>	<p>Express- Express views independently about the Kingdom of God understanding the vast ways</p>	<p>Express - express their own views on matters of deep conviction.</p>	<p>Expressing - Clarifying which aspects of religion they find useful.</p>

		Express - express their own idea about religious practices.	Express - explain religious concepts and practise.  Empathising - considering the beliefs of others.	own responses in an attempt to explain.  Express - state own ideas about religious practices.	this idea can be interpreted.		Express - Expressing views through different media.
Interpreting		Interpret - Saying what an object means or explaining a symbol  Interpret - Interpret objects within different settings.	Interpret - Take meaning from the Christmas story and make links between this and certain behaviours at Christmas.  Interpret- Explain the significance of an object.  Interpret - Draw meaning from religious stories.	Interpret - Use metaphors to speak creatively about religious ideas.  Interpret - Draw meaning from religious ideas.	Interpret - Express views independently about the Kingdom of God understanding the vast ways this idea can be interpreted.	Interpret - clarify the role of interpretation in religion.	Interpret - look at the role of interpretation in religion.

Empathising		Empathising - considering the experiences of others	Empathise - empathise with others.	Empathise - identify with people from different communities.	Empathise - grow awareness of the circumstances of others.  Empathise - Comparing the life of people worse off with that of their own, understanding their tribulations and feelings.	Empathise - identify with people with different viewpoints to their own.  Empathise - identify thoughtfully with people from a range of communities and stances for life.	Empathising - seeing religious views through the eyes of others.
Applying		Applying - recognise religious material	Apply - See links and connections between aspects of religion.	Applying - making links between aspects of religions at different times.  Apply - see simple connections between aspects of religion.  Apply - make connections between own life	Applying- identifying the validity of key religious ideas today.  Applying - Seeing links between religious sources and practices.	Apply - apply their knowledge from their religious learning to their own way of life.  Applying - children should use knowledge from different religious sources/ their prior knowledge.	Apply - Making connections between different aspects of religion.  Applying - Using learning from one context (Easter Story) in a new context (communion).

				and religious ideas.		Apply - Apply learning from one context to another, making links between the two	
Discerning		Discern - Experience the wonder of human relations.	Discern - Experience the wonder of the natural world.	Discerning - relating learning to life.  Discern - look beyond the surface at the way Jesus behaved.  Discern - weigh up the behaviour expected of Hindus with the behaviour that is expected of themselves.	Discerning - identifying the validity of key religious ideas today.	Discerning - children to recognise the impact of religious living.	Discern - make thoughtful judgements about their own values.  Discern - discern the impact on a religious way of living.
Analysing			Analyse - analyse the different features of different religions.	Analysing - use reasons, facts and opinions to justify an idea.	Analyse - Analyse the impact of certain religious promises and transfer this to their own life.	Analyse- analyse examples of text to create a view on a religious issue	Analysing - using reasons, facts and opinions to justify or question.

			Analyse - discuss issues			Analyse - analyse religious views encountered with respect and fairness.  Analyse - distinguish between opinion, belief and fact.	Analysing - join in a discussion about issues arising from the study of religion  Analyse - analyse the information from peers as well as their own learning.
Synthesising		Synthesising - Noticing similarities between stories and practises from religion  Synthesising - notice similarities and differences		Synthesise - notice similarities between stories and actions of people.  Synthesise - Use general words to talk about religious practices.  Synthesise - Make comparisons	Synthesise - connecting different aspects into a meaningful whole.	Synthesise - making links across the same aspect of different religions/ non-religions.  Synthesising - connecting ideas together in a coherent way.	Synthesising - Making links between similar aspects of two or more religions  Synthesise - Make links across death ceremonies.  Evaluate- weigh up the value they see

				about the same idea across religions.			in religious practices.
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>	Evaluate - evaluate by assessing different ideas of improvement the best way to improve the world.	Evaluate - evaluate religious responses to moral issues and compare it with their own.	<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</p>



							<p>discussing their day.</p> <p>Evaluate-weigh up the value they see in religious practices.</p>
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