

PROGRESSION OF SKILLS IN RE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Beliefs and Teachings</u></p> <p>(what people believe)</p>	Describe the main ways that special occasions are celebrated eg Christmas (Christians) and Diwali (Hindu) are celebrated.	Recount outlines of some religious stories	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions, making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and hoe they make a difference to the lives of individuals and communities.	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
<p><u>Practices and Lifestyles</u></p> <p>(what people do)</p>	Compare some different religious and cultural communities in this country, drawing on their experiences.	Recognise features of religious life and practice.	Identify some religious practices and know that some are characteristic of more than one religion.	Describe how some features of religions studied are used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
<p><u>Expression and Language</u></p> <p>(how people express themselves)</p>	Recognise how they and other people feel in order to develop their emotional literacy.	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories.	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	Explain how some forms of religious expression are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith.
<p><u>Identity and Experience</u></p> <p>(making sense of who we are)</p>	Recognise that people have different beliefs and celebrate special times in different ways to themselves.	Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith.	Compare aspects of their own experiences and those of others, identifying what influences their lives.	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and	Make informed responses to questions of identity and experience in light of their learning.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

PROGRESSION OF SKILLS IN RE

					others' experiences, including believers.		
<u>Meaning and Purpose</u> (making sense of life)	Explore birth and death, relating to their own experiences. (including family pets)	Identify things they find interesting or puzzling, in religious material studied.	Realise that some questions that cause people to wonder are difficult to answer.	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<u>Values and Commitments</u> (making sense of right and wrong)	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Identify what is of value and concern to themselves, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious attitudes.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply.