

RE Skill Progression

Skills	Year 1 (KS 1 skills)	Year 2 (KS 1 skills)	Year 3 (KS 2 skills)	Year 4 (KS 2 skills)	Year 5 (KS 2 skills)	Year 6 (KS 2 skills)
<p>Knowing about and understanding religions and worldviews.</p>	<ul style="list-style-type: none"> ● Identify a special time they celebrate and what celebration means. ● Recognise some symbols and images used to express ideas. ● Recognise that there are special places where people go to worship and talk about what people do there. ● Talk about a belief in God for some communities. ● Talk about some of the stories that are used in religious contexts and why people still read them. ● Identify at least three objects used in worship in two religions. ● Talk about ways in which religious figures are special. Recognise that some people believe God created the world so we should look after it. 	<ul style="list-style-type: none"> ● Retell some stories behind festivals. ● Retell stories about care for the world. ● Recognise religious objects and suggest why they are important and how they are used. ● Retell religious stories from more than one faith and explain what they mean. ● Make simple links between belief and practice. ● Make links between the messages within sacred texts and the way people live. 	<ul style="list-style-type: none"> ● Retell stories linked to festivals and say why they are important to believers. ● Recall and name some of the ways religions mark milestones of commitment. ● Retell and suggest the meanings of stories from sacred texts about people who encountered God. ● Recall and names some stories from sacred texts that inspire ● Describe what some believers say or do as they pray 	<ul style="list-style-type: none"> ● Make connections between stories, symbols and beliefs and what happens in at least two festivals. ● Identify similarities and differences in the way festivals are celebrated within and between religions. ● Suggest why some people see life as a journey and identify some of the key milestones on this journey. ● Describe what happens in ceremonies of commitment and say what these rituals mean. ● Describe some of the ways religious groups describe God. ● Make connections between stories within a sacred text. ● Give simple definitions of some key religious terminology such as gospel, incarnation and salvation ● Describe the practise of prayer. ● Make connections between stories about temptation and why people can find it difficult to be good. 	<ul style="list-style-type: none"> ● Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation. ● Describe what Ahimsa, Grace and Ummah mean to religious people. 	<ul style="list-style-type: none"> ● Outline religious and/or non religious beliefs about life after death. ● Describe and make connections between examples of religious creativity. ● Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil. ● Make connections between the key functions of a religious building and the beliefs of the religious community. ● Make connections between beliefs and behaviour in different religions.

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<p>Expressing and communicating ideas related to religions and worldviews.</p>	<ul style="list-style-type: none"> ● Recognise ways that people treat their sacred books. ● Talk about how religions teach people that they are valuable, giving simple examples. ● Talk about what is special and of value about belonging to a group that is important to them. ● Show an awareness that some people belong to different religions. 	<ul style="list-style-type: none"> ● Recognise that sacred texts contain stories which are special to many people and should be treated with respect. ● Identify ways that festivals are marked and identify how this might make people feel. ● Talk about special religious days and give examples of what might be done to celebrate. ● Talk about ways in which stories, objects, symbols and actions show what people believe. ● Ask questions and suggest answers to questions about stories to do with religious festivals. ● Identify ways that some people make a response to God by caring for others and the world. 	<ul style="list-style-type: none"> ● Recognise and identify some differences between religious festivals and other types of celebrations. ● Identify beliefs about God. ● Respond thoughtfully to examples of how praying helps religious believers. ● Recall and talk about some rules for living in religious traditions. 	<ul style="list-style-type: none"> ● Give examples of how and suggest reasons why religious groups use their sacred text today. ● Ask questions and give ideas about what matters most to believers in festivals. ● Suggest reasons why marking milestones of life are important to religious communities. ● Suggest why having faith or belief in something can be hard. ● Identify how and say why it makes a difference to people's lives to believe in God. ● Describe ways in which prayer can comfort and challenge believers. ● Describe and comment on similarities and differences between how different religions pray ● Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. ● Give examples of ways in which some inspirational people have been guided by their religion. 	<ul style="list-style-type: none"> ● Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live. ● Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. 	<ul style="list-style-type: none"> ● Offer interpretations of two parables and say what they might teach people about how to live. ● Express ideas about how and why religion can help believers when times are hard, giving examples. ● Explain some similarities and differences between beliefs about life after death. ● Explain some reasons why groups of people have different ideas about an afterlife. ● Show an understanding of the value of sacred buildings and art. ● Suggest reasons why some believers see generosity and charity as more important than buildings and art. ● Outline the challenges of belonging to a religious community in Britain today. ● Consider similarities and differences between beliefs and behaviour in different faiths.

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<p>Gaining and deploying the skills for studying religions and worldviews.</p>		<ul style="list-style-type: none"> ● Ask some questions about believing in God and offer some ideas of their own. ● Ask and suggest answers to questions arising from stories across more than one faith. ● Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. ● Talk about issues of good and bad, right and wrong arising from stories. ● Use creative ways to express their own ideas about the creation story. ● Respond to examples of cooperation between different people 	<ul style="list-style-type: none"> ● Suggest some ideas about good ways to treat others arising from their learning. ● Find out about at least two teachings from religions about how to live a good life 	<ul style="list-style-type: none"> ● Ask questions and suggest some of their own responses to ideas about God. ● Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. ● Discuss their own and others' ideas about why humans do bad things and how people try to put things right. ● Discuss their own ideas about how people decide right and wrong. 	<ul style="list-style-type: none"> ● Discuss their own ideas about the importance of values to live by, comparing them to religious ideas 	<ul style="list-style-type: none"> ● Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.