



**Nether Stowey CE VC Primary School**

**Progression of skills:**

**Subject: RE**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>• aware that festivals are special times for different people.</li> <li>• able to describe how people celebrate some religious festivals.</li> </ul>	<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>	<p>retell religious, spiritual and moral stories</p> <ul style="list-style-type: none"> <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>	<p>explain connections between questions, beliefs, values and practices in different belief systems</p> <ul style="list-style-type: none"> <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>	<p>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p> <ul style="list-style-type: none"> <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>
<b>Enquiring, investigating and interpreting</b>		<ul style="list-style-type: none"> <li>• identify what they find interesting and puzzling in life</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and connect features of religions and beliefs</li> <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>• gather, select, and organise ideas about religion and belief</li> <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>	<p>suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <ul style="list-style-type: none"> <li>• suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>• recognise and explain diversity</li> </ul>	<ul style="list-style-type: none"> <li>• identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• interpret religions and beliefs from different perspectives</li> <li>• interpret the significance and impact of different</li> </ul>

			forms of religious expression			within religious expression, using appropriate concepts.	forms of religious and spiritual expression
<b>Beliefs and teachings (what people believe)</b>	be aware that other children belong to different groups.	<ul style="list-style-type: none"> <li>recount outlines of some religious stories</li> </ul>	<ul style="list-style-type: none"> <li>retell religious stories and identify some religious beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>describe some religious beliefs and teachings of religions studied, and their importance</li> </ul>	<ul style="list-style-type: none"> <li>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>	explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Practices and lifestyles (what people do)</b>	able to talk about a place, a special story or person belonging to a faith community.	<ul style="list-style-type: none"> <li>recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>	<ul style="list-style-type: none"> <li>describe how some features of religions studied are used or exemplified in festivals and practices</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of the ways of belonging to religions and what these involve</li> </ul>	<ul style="list-style-type: none"> <li>explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</li> </ul>
<b>Expression and language (how people express themselves)</b>	<ul style="list-style-type: none"> <li>be aware that other people have places, times, books, objects and people that are special to them.</li> </ul>	<ul style="list-style-type: none"> <li>recognise some religious symbols and words</li> </ul>	suggest meanings in religious symbols, language and stories	<ul style="list-style-type: none"> <li>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>compare the different ways in which people of faith communities express their faith.</li> </ul>
<b>Identity and experience (making sense of who)</b>	<ul style="list-style-type: none"> <li>show a range of feelings in response to their</li> </ul>	<ul style="list-style-type: none"> <li>identify aspects of own experience and</li> </ul>	<ul style="list-style-type: none"> <li>respond sensitively to the</li> </ul>	compare aspects of their own experiences and	ask questions about the significant	<ul style="list-style-type: none"> <li>make informed responses to questions of</li> </ul>	<ul style="list-style-type: none"> <li>discuss and express their views on some</li> </ul>

<p><b>we are)</b></p>	<p>experiences.  <ul style="list-style-type: none"> <li>•able to talk about the groups they belong to.</li> <li>•respond with increasing sensitivity and responsibility to the world around them.</li> </ul> </p>	<p>feelings, in religious material studied.</p>	<p>experiences and feelings of others, including those with a faith.</p>	<p>those of others, identifying what influences their lives.</p>	<p>experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p>	<p>identity and experience in the light of their learning.</p>	<p>fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>
<p><b>Meaning and purpose (making sense of life)</b></p>	<ul style="list-style-type: none"> <li>•able to describe some features of a special place or a book or stories.</li> <li>•able to talk about their special places, books, objects and people.</li> <li>•able to talk about their own times of celebration.</li> </ul>	<ul style="list-style-type: none"> <li>•identify things they find interesting or puzzling, in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>•realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>•compare their own and other people's ideas about questions that are difficult to answer</li> </ul>	<p>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p>	<p>make informed responses to questions of meaning and purpose in the light of their learning</p>	<ul style="list-style-type: none"> <li>•express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
<p><b>Values and commitments (making sense of right and wrong)</b></p>		<p>identify what is of value and concern to themselves, in religious material studied</p>	<ul style="list-style-type: none"> <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>	<p>make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<ul style="list-style-type: none"> <li>•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</li> </ul>