



Progression of skills in Religious Education

	AT 1 Learning about religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
	Beliefs, teaching and sources (B)	Practices and ways of life (P)	Forms of expression (X)	Identify and belonging (I)	Meaning, purpose and truth (M)	Values and commitments (V)
Reception	To listen and respond to religious stories. <u>Links with ELG 03 and CL-S</u>	To communicate through talk or gesture about a range of special objects/places/people or practices <u>Links with ELG 03 and CL-S</u>	To use some basic religious vocabulary that reflects the breadth of their experiences. <u>Links with ELG 03 and CL-S</u>	To show awareness of things and people that matter to them and link this to learning in RE. <u>Links with ELG 13 and UTW-PC</u>	To show curiosity and interest in the world around them. <u>Links with ELG 14 and UTW – TW</u>	To understand what is right, what is wrong and why. <u>Links with ELG 07 and PSED-MFB</u>
Year 1	Remember a Christian story (and another religious story) and talk about it.	Use the right names for things that are special to Christians and other religious groups	Recognise religious art, symbols and words, and talk about them.	Talk about things that happen to me	Talk about what I find interesting or puzzling	Talk about what is important to me and to other people
Year 2	I can retell a Christian story I have learnt. I can retell another religious story I have learnt.	I can talk about some of the things that are the same for different religious people.	I can say what some Christian symbols stand for and say what some of the art (music) is about.	I can ask what happens to others with respect for their feelings.	I can talk about some things in stories that make people ask questions.	I can talk about what is important to me and to others with respect for their feelings.
Year 3	I can describe what a Christian might learn from a Christian story. I can describe what a believer might learn from a religious story.	I can describe some things that are the same and different for religious people/	I can use religious words to describe some of the different ways in which people show their belief.	I can compare some of the things that influence me with those who influence other people.	I can ask important questions about life and compare my ideas with those of other people.	I can link things that are important to me and other people with the way I think and behave.
Year 4	I can make links between the beliefs (teachings, sources etc.) of different religious groups and show how they are connected to believer's lives.	I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.	I can express religious beliefs (ideas feelings etc) in a range of styles and words used by believers and suggest what they mean.	I can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influences myself and others.	I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given to me as well as members of a different religious groups or individuals.	I can ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions including those made with reference to religious beliefs and values.
Year 5	Suggest reasons for the similar and different beliefs	Describe why people belong to religions and explain how	Use a wide religious vocabulary in suggesting	Give my own and others' views on questions about	Ask questions about the meaning and purpose of	Ask questions about things that are important to me

	which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	similarities and differences within and between religions can make a difference to the lives of individuals and communities	reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.	life and suggest answers which relate to the search for truth and my own and others' lives.	and to other people and suggest answers which relate to my own and others' lives
Year 6	Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.	Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world interpret religions and beliefs from different perspectives	Use religious and philosophical terminology and concepts to suggest reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions as well as interpreting their significance and impact.	Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Argue persuasively their views on questions of religion and belief, taking account of others' viewpoints	Suggest answers which relate to the search for truth in my own and others' lives	Explain the challenges posed by religious, spiritual and philosophical questions Express insights of their own into the challenges of committing to a religion or belief in the contemporary world