

### RE Progression of Skills

Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. You should focus on multiple skills during each unit as the study of each faith or belief system can encompass all of these skills.

	<b>Beliefs, Teachings and Sources</b>	<b>Practices and ways of life</b>	<b>Forms of Expression</b>	<b>Identity and Belonging</b>	<b>Meaning, Purpose and Truth</b>	<b>Values and Commitments</b>
<b>Nursery</b>	Able to express a belief.	Able to follow rules.	Able to understand some symbols.	Able to express something about their personal identity.	Able to understand that people have purposes (e.g. firefighters, doctors etc.).	Able to express something they value.
<b>Reception</b>	Able to articulate a personal religious or spiritual belief (or lack of belief).	Able to understand some people follow rules for reasons of belief.	Able to understand some people connect symbols to meaning.	Able to understand some people link their identity to their belief.	Able to understand some people link their purpose to their belief.	Able to understand some people value things linked to their belief.
	<b>Beliefs, Teachings and Sources</b>	<b>Practices and ways of life</b>	<b>Forms of Expression</b>	<b>Identity and Belonging</b>	<b>Meaning, Purpose and Truth</b>	<b>Values and Commitments</b>
<b>Year 1</b>	Able to recount outlines of some religious stories	Able to recognise features of religious life and practice.	Able to recognise some religious symbols and words.	Able to identify aspects of own experience and feelings, in religious material studied.	Able to identify things they find interesting or puzzling, in religious materials studied.	Able to identify what is of value and concern to themselves, in religious material studied.
<b>Year 2</b>	Able to retell religious stories and identify some religious beliefs and teachings.	Able to identify some religious practices, and know that some are characteristic of more than one religion.	Able to suggest meanings in religious symbols, language and stories.	Able to respond sensitively to the experiences and feelings of others, including those with a faith.	Able to realise that some questions that cause people to wonder are difficult to answer.	Able to respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.
	<b>Beliefs, Teachings and Sources</b>	<b>Practices and ways of life</b>	<b>Forms of Expression</b>	<b>Identity and Belonging</b>	<b>Meaning, Purpose and Truth</b>	<b>Values and Commitments</b>

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<b>Year 3</b>	Able to describe some religious beliefs and teachings of religions studied, and their importance.	Able to describe how some features of religions studied are used or exemplified in festivals and practices.	Able to make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Able to compare aspects of their own experiences and those of others, identifying what influences their lives.	Able to compare their own and other people's ideas about questions that are difficult to answer.	Able to make links between values and commitments, including religious ones, and their own attitudes or behaviour.
<b>Year 4</b>	Able to describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.	Able to show understanding of the ways of belonging to religions and what these involve.	Able to 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.	Able to ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	Able to ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.
	<b>Beliefs, Teachings and Sources</b>	<b>Practices and ways of life</b>	<b>Forms of Expression</b>	<b>Identity and Belonging</b>	<b>Meaning, Purpose and Truth</b>	<b>Values and Commitments</b>
<b>Year 5</b>	Able to explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Able to explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Able to explain how some forms of religious expression are used differently by individuals and communities.	Able to make informed responses to questions of identity and experience in the light of their learning.	Able to make informed responses to questions of meaning and purpose in the light of their learning.	Able to make informed responses to people's values and commitments (including religious ones) in the light of their learning.
<b>Year 6</b>	Able to 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.	Able to explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.	Able to compare the different ways in which people of faith communities express their faith.	Able to discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	Able to express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	Able to 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.