



Religious Education Progression of Skills

The document below has been designed to show how we will cover all of the relevant RE knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's topic.

Year Group	Learning about Religion & Belief	Learning from Religion & Belief
1	<ul style="list-style-type: none"> • To remember a faith story and know who it is special to. • To use the right names for things that people might do in a religion. • To recognise and talk about religious art, symbols and words. 	<ul style="list-style-type: none"> • To talk about things that happen to themselves, their friends or families. • To talk about things that they can learn in stories, including religious stories. • To talk about what is important to themselves and to other people.
2	<ul style="list-style-type: none"> • To tell a faith story and say why it might be important to a believer. • To talk about some things that are similar for different religious people. • To say what some religious symbols stand for and what some religious art or music are about. 	<ul style="list-style-type: none"> • To ask about what happens to others, including religious people, with respect for their feelings. • To talk about some things in stories, including religious stories, that make people ask questions. • To talk about what is important to others including religious believers, with respect for their feelings.
3	<ul style="list-style-type: none"> • To describe what a believer might learn from a religious story. • To describe some things religious people do as part of their faith that are similar. • To use religious words to describe some of the different ways people show their beliefs. 	<ul style="list-style-type: none"> • To recognise some of the things which influence themselves e.g. family, friends, faith. • To ask good ('big') questions about life and communicate some of their ideas for answers. • To link things that are important to themselves with the way they think and behave.

4	<ul style="list-style-type: none"> • To describe what believers might learn from a religious story (about God or life). • To describe some things religious people do as part of their faith that are the same and some that are different. • To describe some of the different ways people show their beliefs using religious words, symbols or art. 	<ul style="list-style-type: none"> • To compare some of the things that influence them with those that influence other people, including religious believers. • To ask important questions about life and compare ideas with those of other people, including religious believers. • To link things that are important to themselves, and others, with the way people think and behave (what they are committed to).
5	<ul style="list-style-type: none"> • To make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). • To use the right religious words to describe practices and experiences which may be involved in belonging to different religious groups. • To explain how believers have expressed their religious beliefs (ideas, feelings etc.) in a range of styles and words, and suggest reasons for this. 	<ul style="list-style-type: none"> • To ask questions about groups people (choose to) belong to, and suggest answers which refer to people who have inspired and influenced themselves and others. • To ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group. • To ask questions about moral decisions they and others make as a result of their values and commitments, including some based on religious beliefs.
6	<ul style="list-style-type: none"> • To make links between the beliefs (teachings, sources etc.) of different religious groups and show how they are connected to believers' lives (explain how?). • To describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary. • To express religious beliefs (ideas, feeling etc.) in a range of styles and words used by believers and explain what they are trying to convey. 	<ul style="list-style-type: none"> • To ask questions about the diversity of groups people belong to, and suggest answers which refer to people's heritage, background, choices or beliefs. • To compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non- religious, world views. • To suggest what might happen as a result of different moral decisions, including those made with reference to religious and non-religious beliefs/ values.