

## Progression in Religious Education Skills

	Enquiry Skills			AT1 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		
	Know and understand	Express ideas	Gain and deploy skills	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can			I can	I can	I can	I can	I can	I can
<b>EYFS</b>	Name Talk about	Observe Notice	Find out about	Remember some parts of a Christian story. I.e Christmas	Use the right names for Christian artefacts	Recognize the cross as a Christian symbol.	Talk about special things to me. (people, objects, celebrations, places)	Make observations about the wider world and show curiosity.	Make connections between special things for other people.
<b>KS1</b> <b>Y1</b>	Recall, name, talk about.	Observe, notice, recognize.	Notice and find out about religions and world views.	remember a Christian (Hindu, Jewish.) story and talk about it	use the right names for things that are special to Christians (Jews, Muslims, Hindu's, Buddhists, etc)	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
<b>KS1</b> <b>Y2</b> Exp age 7	Retell stories, suggesting meanings for sources of wisdom, festivals, worship.	Ask questions and give opinions about religions, belief and ideas.	Gather information , use and respond to ideas in RE.	tell a Christian (Hindu, Jewish.) story and say some things that people believe	talk about some of the things that that are the same for different religious people	say what some Christian (Hindu, Jewish etc) symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
<b>KS2</b> <b>Y3/4</b>	Describe religions and world views, connecting ideas	Give thoughtful responses using different forms of expression in RE	Consider and discuss questions, ideas and points of view.	describe what a believer might learn from a religious story and make links to other religious stories.	Begin to use religious words to describe some of the things that are the same and different for religious people	Explore the way people show their beliefs through religious vocabulary, art, music, drama and writing.	compare some of the things that influence me with those that influence other people. How have inspirational people made an impact on others lives.	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave and suggest what might happen as a result of different decisions



## Progression in Religious Education Skills

<p><b>KS2</b> <b>Y5/6</b></p> <p>Exp age 11</p>	<p>Outline understanding of ideas and practices, linking different viewpoints</p>	<p>Express reasoned ideas of their own thoughtfully in RE</p>	<p>Apply ideas about religions and world views thoughtfully.</p>	<p>make links between beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives</p>	<p>use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</p>	<p>Explore believer's ideas and feelings through their art, music etc, and suggest what they mean</p>	<p>ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others</p>	<p>ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by individuals, members of different religious and non-religious groups.</p>	<p>ask questions about the moral decisions individuals and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values</p>
<p><b>Y5/6</b></p> <p>Exceeding</p>	<p>Explain the connections between ideas, practices, viewpoints.</p>	<p>Explain ideas and viewpoints clearly.</p>	<p>Explain why religions and world views matter.</p>	<p>suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</p>	<p>Explore the reasons why people belong to religions and why this is important to them.</p>	<p>Explore the impact of religious and spiritual expression on the believer and non-believer.</p>	<p>give my own and others' views on questions about who we are and where we belong and explain what inspires and influences me</p>	<p>ask questions about the meaning and purpose of life and suggest answers relevant to their own spiritual journey.</p>	<p>ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives</p>