

RE Progression of Skills

	Context	Early Years	KS1	Lower KS2	Upper KS2
Learning About Religion	Beliefs & Teaching	<ul style="list-style-type: none"> ➤ Beginning to see the links between cause and effect. ➤ Listening to the views of others. 	<ul style="list-style-type: none"> ➤ Describe some of the teachings of a religion. ➤ Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> ➤ Present the key teachings and beliefs of a religion. ➤ Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> ➤ Explain how some teachings and beliefs are shared between religions. ➤ Explain how religious beliefs shape the lives of individuals and communities.
	Practices & Lifestyles	<ul style="list-style-type: none"> ➤ Making comparisons and identifying similarities and differences. 	<ul style="list-style-type: none"> ➤ Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> ➤ Identify religious artefacts and explain how and why they are used. ➤ Describe religious buildings and explain how they are used. ➤ Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> ➤ Explain the practices and lifestyles involved in belonging to a faith community. ➤ Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. ➤ Show an understanding of the role of a spiritual leader.
	How beliefs are conveyed	<ul style="list-style-type: none"> ➤ Making observations and keeping records. 	<ul style="list-style-type: none"> ➤ Name some religious symbols. ➤ Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> ➤ Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> ➤ Explain some of the different ways that individuals show their beliefs.

Learning From Religion

Reflect	<ul style="list-style-type: none"> ➤ Thinking critically (thinking about questions, asking them and listening to the answers). ➤ Beginning to reflect on ideas. 	<ul style="list-style-type: none"> ➤ Identify the things that are important in their own lives and compare these to religious beliefs. ➤ Relate emotions to some of the experiences of religious figures studied. ➤ Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> ➤ Show an understanding that personal experiences and feelings influence attitudes and actions. ➤ Give some reasons why religious figures may have acted as they did. ➤ Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> ➤ Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. ➤ Explain their own ideas about the answers to ultimate questions. ➤ Explain why their own answers to ultimate questions may differ from those of others.
Values	<ul style="list-style-type: none"> ➤ Identifying what they want to find out and how to do it. ➤ Becoming aware of human achievement. 	<ul style="list-style-type: none"> ➤ Identify how they have to make their own choices in life. ➤ Explain how actions affect others. ➤ Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> ➤ Explain how beliefs about right and wrong affect people's behaviour. ➤ Describe how some of the values held by communities or individuals affect behaviour and actions. ➤ Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> ➤ Explain why different religious communities or individuals may have a different view of what is right and wrong. ➤ Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). ➤ Express their own values and remain respectful of those with different values.