



Progression of skills: Religious Education

Knowledge/skill	Year R (Reception)	Year 1 (KSI skills)	Year 2 (KSI skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2)	Year 6 (Upper KS2)
Element 1: Making sense of a range of religious and non-religious beliefs. Making Sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts, understanding what these beliefs mean within in traditions: recognising how and why sources of authority (such as texts) are used and expressed and interpreted in different ways: and developing skills	Understanding the world: Children talk about similarities and differences between themselves and others, among families, communities and traditions. They explore, observe and find out about places and objects that matter in different cultures and beliefs. Communication and Language: Children listen with enjoyment to stories, songs and poems from different communities and	Recall, remember, name and talk about simple beliefs, stories and festivals. Suggest what stories and other texts mean to believers.	Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers.	Recall core beliefs and concepts and suggest what they mean. Discuss how stories show what people believe. Recall what texts mean to believers and suggest what they may mean.	Identify and describe the core beliefs and concepts studied. Make clear links between texts / sources of wisdom and authority and the core concepts studied. Offer informed suggestions about what texts / sources of wisdom and authority can mean, and give examples of what these sources mean to believers.	Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. Identify ways in which people use texts / sources of wisdom to make sense of core beliefs and concepts. Identify what texts / sources of wisdom and authority mean	Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religion. Describe examples of ways in which people use texts / sources of wisdom and authority to make sense of core beliefs and concepts. Give meanings for texts / sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.

	Progression of skills: Religious Education						
Knowledge/skill	Year R (Reception)	Year 1 (KSI skills)	Year 2 (KSI skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2)	Year 6 (Upper KS2)
of interpretation.	traditions						
Element 2: Understanding the impact :Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of expressing meaning.	Understanding the world: They begin to know about their own cultures and beliefs and those of other people. Personal, Social and emotional development: They have a developing respect for their own cultures and beliefs, and those of other people.	Observe, notice and recognise simple aspects of religion in their own communities. Begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes	Give examples of how people use stories, texts and teachings to guide their beliefs and outcomes. Give examples of ways in which believers put their beliefs into practice.	Discuss how people use stories, texts and teachings to guide their beliefs and outcomes. Suggest how people show their beliefs in how they worship and in the ways they live. Identify ways in which believers put their beliefs into practice.	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the ways they live. Identify some differences in how people put their beliefs into practice.	Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Recall ways in which people put their beliefs into practice.	Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. In different communities, denominations or cultures
Element 3: Making connections Evaluating, reflecting on and connecting the key concepts and	Personal, Social and emotional development: They have a developing awareness of their own needs, views and	Begin to find out about and link religions and beliefs. Begin to suggest questions about religions and	Think, talk and ask questions about whether the ideas they have been studying have something to say to them.	Suggest answers to key questions they have created. Suggest links between some of the beliefs and practices studied	Raise important questions and suggest answers about how far the beliefs and practices studied might	Suggest and link questions and answers, including their own ideas about the differences religions make to life.	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people

	Progression of skills: Religious Education						
Knowledge/skill	Year R (Reception)	Year 1 (KSI skills)	Year 2 (KSI skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2)	Year 6 (Upper KS2)
questions studied, so that all pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.	feelings and are sensitive to those of others. Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. Communication and Language: Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions and actions.	beliefs	Give a good reason for the views they have and the connections they make.	and life in the world today.	make a difference to how pupils think and live. Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make.	Discuss the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Discuss and give reasons for the views they have and the connections they make	(e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.