

RE SKILLS PROGRESSION MAP



| | EYFS | Year 1 | Year 2 (End of KS1) | Year 3 | Year 4 | Year 5 | Year 6 (End of KS2) |
|---------------------|---|---|---|---|---|---|---|
| Know and understand | <p>Know that the Bible is a special book for Christians.</p> <p>Recognise people, objects and actions that are important to Christians.</p> <p>Name some Christian celebrations and festivals.</p> <p>ELG links Understanding the world. People Culture and communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Describe their immediate environment, using knowledge from observation, discussion and stories.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | <p>Use religious words and phrases to identify some features of religion and its importance to some people.</p> <p>Recall religious stories and recognise verbal and visual forms of religious expression.</p> <p>Name features of religious life and practices</p> | <p>Recall and name different beliefs and practices, including festivals, worship rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come from.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> | <p>Begin to be able to explain the importance and significance of some religious practices and rituals to a believer and explain the use of prayer in different religions.</p> <p>Can recall religious stories and make links to their meaning.</p> <p>Understand the key religious stories behind major festivals and how some of the rituals and customs are derived from these.</p> <p>Begin to make links between religious action and beliefs and describe some of the key rituals used in worship or festivals.</p> | <p>Begin to understand and compare how some key symbols and themes such as light can be used in a range of religious celebrations and rituals.</p> <p>Can recall religious stories and make links to their meaning, especially the parables. Make links between beliefs and sources and identify the impact religion has on believers' lives.</p> <p>Explain the meaning behind some religious actions, rituals and symbols and why these are used.</p> | <p>Be able to make some links between religions, and describe some similarities and differences both within and between them. They can describe the impact of religion on people's lives.</p> <p>Can use religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences and, where appropriate, make links to relevant religious stories and texts.</p> <p>Explain clearly the meaning behind the religious beliefs, symbols and actions studied and the significance of these to the believer.</p> | <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully, to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> |

Express and communicate

| | | | | | | | |
|--|---|---|---|--|--|---|---|
| | <p>Talk about things and times that are special to them, and others.</p> <p>Recognise religious art, symbols and words and talk about them.</p> <p>Talk about where they belong and why it is important to them.</p> <p>ELG links Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Communication and Language Listening attention and understanding Make comments about what they have heard and ask questions to clarify their understanding. Speaking Express their ideas and feeling about their experiences using full sentences.</p> | <p>Talk about what it means to belong and name some of the shared values group members might have.</p> <p>Understand that people can identify with different religious beliefs or none. Talk about how they can show respect for the opinions of others, which may be different to their own.</p> | <p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond to some similarities between different religions and worldviews.</p> | <p>Talk about some of the key symbols, actions or rituals of religious groups studied and begin to understand why they do these things.</p> <p>Express how people might feel about belonging to different groups and begin to recognise the similarities and differences in key symbols, values and beliefs.</p> <p>Begin to understand how religion can help some people explain how and why things happen.</p> | <p>Begin to understand what it means to belong to a religion and explain how some believers might act or dress in accordance with their values and beliefs.</p> <p>Express the benefits and challenge for some faith members in maintaining the commitment to their religion.</p> <p>Explain how some people's beliefs might affect their actions, behaviours and lifestyle choices.</p> | <p>Begin to compare some beliefs and values and talk about how the same values can be expressed within different religions.</p> <p>Raise and suggest answers to questions of identity and belonging, meaning, purpose, truth, values and commitment.</p> <p>Use key beliefs from different religions to back up their ideas when responding to big questions. Begin to understand what a believer's viewpoint might be on key issues.</p> | <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or believer, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</p> |
|--|---|---|---|--|--|---|---|

Gain and deploy skills

| | | | | | | | |
|--|---|--|--|--|---|---|---|
| | <p>Speak about their own interests and opinions.</p> <p>Listen attentively and respectfully to the ideas and opinions of others.</p> <p>Begin to ask simple questions and talk about what is interesting and puzzling.</p> <p><u>ELG links</u> <u>Personal, Social and emotional development</u> Building Relationships Show sensitivity to their own and other's needs. <u>Communication and Language</u> Speaking Participate in small group, class and one to one discussion, offering their own ideas using recently Managing self Explain the reasons for rules, know right from wrong and try to behave according to introduced vocabulary.</p> | <p>In group discussion, perhaps with adult scaffolding or modelling, begin to respond to big questions about meaning and truth.</p> <p>Begin to respond positively to recognising differences between people.</p> <p>Recognise the difference between right and wrong with reference to school rules and begin to talk about consequences of some actions.</p> | <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>Begin to develop their Caring, creative, critical and collaborative thinking skills through the use of P4C. Be able to present their ideas about big questions.</p> <p>Know how to treat others with respect and begin to recognise and challenge discrimination.</p> <p>Talk about their own ideas about what is right or wrong.</p> | <p>Use caring, critical and creative thinking skills to debate questions of meaning and truth.</p> <p>Know how to treat others with respect and begin to recognise and challenge discrimination.</p> <p>Talk about their own ideas about right and wrong and what a faith member might think.</p> | <p>Begin to recognise that there are no definitive answers to some questions. Further Develop their P4C skills to enable them to debate and discuss challenging questions and issues positively.</p> <p>Know how to treat others with respect and begin to recognise and challenge discrimination.</p> <p>Talk about and begin to justify their own and others' ideas about ethical questions and what is right or wrong.</p> | <p>Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Consider and apply ideas about the way in which diverse communities can live together for the wellbeing of all. Responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> |
|--|---|--|--|--|---|---|---|