



PROGRESSION OF SKILLS IN RELIGIOUS EDUCATION

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children will:						
Enquire	Children talk about past and present events in their own lives and in the lives of family members. Learn about and celebrate a range of festivals and celebrations, for example Christmas, Easter, Chinese New Year, Eid, Diwali - these may change or be added to depending on the children in FS.	Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression	• Use words correctly when describing religious festivals and celebrations. • Identify important symbols and how some people are considered special through the examples they set.	• Research into and use a range of words correctly when I talk about a religion. • Explain the meaning of a range of terms used in religions explored this year.	• Ask a range of meaningful questions to improve my understanding. • Identify and explain the significance of symbols of worship. • Explore and define some of the key words used when studying religion.	• Ask a range of good questions when studying religion and offer meaningful questions. • Develop a greater religious vocabulary, through enquiry.	• Explore the meaning of a range of terms used when studying religion. • Suggest and use a range of good questions and suggest suitable answers; developing into more probing questions and express their views. • Research why different people think some things are sacred e.g. why Guru Nanak is important to Sikhs.
Contextualise	They know about similarities and differences between themselves and others, and among families, communities and traditions. Look at what makes us the same and different to others.	• Talk about what is important to them and others. • Give examples of ways different people show religion is important to them. • Retell a range of religious stories. • Describe and explain some of the symbols used in church.	• Give examples of how religious people celebrate. • Talk about the meaning of the symbol of light in a religious celebration and how it makes them feel. • Talk about the meaning of a range of religious stories.	• Give examples of how different people show that religion is important to them. • Describe some symbols used in festivals and explain their meaning. • Begin to see some similarities in different religions and link together aspects of religious life and practice. • Explain some of the ways in which religion can influence a person's life.	• Recognise some important places of worship. • Describe some of the beliefs of a religion. • Describe some of the ways in which people show that religion is important.	• Describe some practical ways Christians might care for the world. • Make comparisons between different styles of worship and explain different viewpoints. • Understand the role of important religious figures and describe some ways in which people show that religion is important to them.	• Show an insight and understanding into some of the ways religion can influence a person's life. • Explain the significance of the stories to Christians and how they affect our lives. • Explain some of the ways religion can influence a person's life.



Evaluate	Learn about different feelings and talk about how they are feeling, how others are feeling and what we can do to make others feel good.	• Talk about what they like and dislike in a religious story. • Know there are special people and times. • To share their experiences and feelings about sharing and greed; right and wrong.	• Realise that some actions are right and others are wrong. • Reflect on important issues and talk about their feelings.	• Understand the importance of reflection. • Reflect upon the feelings they have about things that are important to them.	• Begin to explain simply some of the links between different features of a religion. • Make connections between religions. • Reflect that some features of a religion could influence my own life. • To compare their ideas with others.	• Explain different people's ideas about the things they value and their vision of life. • Reflect on the things that are important to them and to other people. • Express their own ideas on values concerning them and how religion affects how they behave.	• Reflect on their own views and feelings with reasons on religious issues. • Reflect on some of the ways religion can influence a person's life. • Evaluate and offer thoughtful comments about the beliefs of a person/community.
Communicate	They know that other children don't always enjoy the same things, and are sensitive to this. Develop compassion for others through a caring and supportive environment.	• Talk about things that concern them. • Talk about their own special day and what to do. • Talk about their own feelings and experiences.	• Share different experiences and feelings they have about a range of important issues including things that are important to them. • Describe the feelings they have about belonging to a community.	• Describe feelings and experiences of a range of issues, including special times and new life. • Describe some of the ways in which people show that religion is important to them and recognise different viewpoints.	• Discuss their own and others' ideas. • Describe how special places or experiences are important to some people. • Explain the importance of commitment, why some people think the Holy books are special and important and different people's ideas about the things they value.	• Explain the importance of commitment, why some people think the Holy books are special and important and different people's ideas about the things they value. • Ask important questions about religion and beliefs, making links between their own and others' responses.	• Share ideas about the things they value in life or their 'vision of life'. • Raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.