

	Barrow Hall Primary RE Lead: C Price		Religious Education		Progression in Skills	
	Learning about religion: knowledge and understanding of			Learning from religion: response, evaluation, application and questions of		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Thinking about religion and belief</b>	*Recall features of religious, spiritual and moral stories and other forms of religious expression *Recognise and name features of religious beliefs	*Retell religious, spiritual and moral stories *Identify how religion and belief is expressed in different ways *Identify similarities and differences in features of religions and beliefs	*Make links between beliefs stories and practices *Identify the impacts of beliefs and practices on people's lives *Identify similarities and differences between religions and beliefs	*Comment on connections between questions, beliefs values and practices *Describe the impact of beliefs and practices on individuals, groups and communities *Describe similarities and differences between religions and beliefs	*Explain connections between questions, beliefs, values and practices in different belief systems *Recognise and explain the impact of beliefs and questions on individuals and communities *Explain how and why differences in belief are expressed	*Use religious terminology to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world
<b>Enquiring, Investigating and interpreting</b>	*Identify what they find interesting and puzzling in life *Recognise symbols and other forms of religious expression	*Recognise that some questions about life are difficult to answer *Ask questions about their own and others' feelings and experiences *Identify possible meanings for symbols and other forms of religious expression	*Investigate and connect features of religions and beliefs *Suggest answers to some questions raised by the study of religions and beliefs *Suggest meanings for a range of forms of religious expression, using appropriate vocabulary	*Gather, select and organise ideas about religion and belief *Suggest answers to some questions raised by the study of religions and beliefs *Suggest meanings for religious expression using appropriate vocabulary	*Suggest lines of enquiry to address questions raised by the study of religions and beliefs *Suggest answers to questions raised by the study of religious beliefs, using relevant sources and evidence *Recognise and explain diversity within religious expression	*Identify the influences on and distinguish between different viewpoints within religions and beliefs *Interpret religions and beliefs from different perspectives *Interpret the significance and impact of different forms of religious and spiritual expression
<b>Beliefs and teachings (What people believe)</b>	*Recount outlines of some religious stories	*Retell religious stories and identify some religious beliefs and teachings	*Describe some religious beliefs and teachings of religions studied and their importance	*Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of religions Making some comparisons between religions	*Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	*Make comparison between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate vocabulary
<b>Practices and lifestyles(What people do)</b>	*Recognise features of religious life and practice	*Identify some religious practices and know that some are characteristic of more than one religion	*Describe how some features of religions studied are used or exemplified in festivals and practices	*Show understanding of the ways of belonging to religions and what these involve	*Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	*Explain in detail the significance of Christian practices and those of other faiths, to the lives of individuals and communities
<b>Expression and language (How people express themselves)</b>	*Recognise some religious symbols and words	*Suggest meanings in religious symbols, language and stories	*Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	*Show, using technical terminology, how religious beliefs, can be expressed in a variety of forms Giving meanings for some symbols, stories	*Explain how some forms of religious expression are used differently by individuals and communities	*Compare the different ways in which people of faith communities express their faith
<b>Identity and experience (Making sense of who we are)</b>	*Identify aspects of own experiences and feelings	*Compare aspects of their own experiences and feelings of others, including those with a faith	*Compare aspects of their own experiences and those of others, identifying what influences their lives	*Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences	*Make informed responses to questions of identity and experience in the light of their learning	*Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
<b>Meaning and purpose (Making sense of life)</b>	*Identify things they find interesting or puzzling	*Realise that some questions that cause people to wonder are difficult to answer	*Compare their own and other people's ideas about questions that are difficult to answer	*Ask questions about puzzling aspects of life and experiences and suggest answers	*Make informed responses to questions of meaning and purpose in the light of their learning	*Express their views on some fundamental questions of identity meaning, purpose and morality related to Christianity and other faiths
<b>Values and commitments (Making sense of right and wrong)</b>	*Identify what is of value and concern to themselves in religious material studied	*Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	*Make links between values and commitments, including religious ones and their own attitudes or behaviour	*Ask questions about matters of right and wrong and suggest answers that show understanding or moral and religious issues	*Make informed responses to people's values and commitments (including religious ones) in the light of their learning	*Make informed responses to people's values and commitments in the light of their learning. They will use different techniques to reflect deeply

