

RE Progression of knowledge and skills

Through their learning in KS1, pupils should	so that by the end of KS1, most pupils will be able to...
<ul style="list-style-type: none"> • learn what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Jews and Muslims believe • encounter and respond to a range of stories, artefacts and other religious materials, such as art and music • learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary • begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to • ask relevant questions and develop a sense of wonder about the world, using their imagination • ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging 	<ul style="list-style-type: none"> • identify similarities in features of religions and beliefs • retell religious, spiritual and moral stories • identify possible meanings for stories, symbols and other forms of religious expression • identify how religion and belief is expressed in different ways • respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings • ask questions about their own and others' ideas, feelings and experiences • give a reason why something may be valued by themselves and others • recognise that some questions about life are difficult to answer

Key Stage 2	Lower Key Stage 2	Upper Key Stage 2
<p>End of key stage expectations: showing knowledge & understanding:</p> <ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion and belief • investigate and describe similarities and differences within and between religions and beliefs • comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate • suggest meanings for a range of forms of expression, using appropriate vocabulary • describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally <p>End of key stage expectations: expressing ideas, beliefs & insights:</p> <ul style="list-style-type: none"> • investigate and describe how sources of inspiration and influence make a difference to themselves and others • apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions • suggest answers to some questions raised by the study of religions and beliefs 	<p>...by the end of lower KS2 (year 4), most pupils will be able to:</p> <ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • make links between beliefs, stories and practices • identify similarities and differences between religions and beliefs • describe and suggest meanings for symbols and other forms of expression • identify the impact of beliefs and practices on people's lives • identify what influences and inspires them, and why • compare their own ideas and feelings about what pupils think is important • make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions • ask significant questions about religions and beliefs, comparing ideas as appropriate 	<p>...by the end of upper KS2 (year 6), most pupils will be able to:</p> <ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion and belief • investigate and describe similarities and differences within and between religions and beliefs • comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate • suggest meanings for a range of forms of expression, using appropriate vocabulary • describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally • investigate and describe how sources of inspiration and influence make a difference to themselves and others • apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions • suggest answers to some questions raised by the study of religions and beliefs

EYFS	<p>Understanding the World ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • 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 • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps <p>LEARNING FROM RELIGION: EXPRESSING IDEAS AND INSIGHTS</p> <ul style="list-style-type: none"> • I can identify what is important to me • I can talk about what I like and dislike • I can talk about my own experiences • I can begin to identify our school values <p>LEARNING ABOUT RELIGION: KNOW ABOUT AND UNDERSTAND RELIGION</p> <ul style="list-style-type: none"> • I can talk about celebration • I can talk about events that my family celebrates • I begin talking about the celebrations of others
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LEARNING FROM RELIGION: EXPRESSING IDEAS AND INSIGHTS	<ul style="list-style-type: none"> • Identify what is important to me and others • Talk about what I find interesting or puzzling • Talk about my own experiences and feelings • Talk about our school values and what they mean 	<ul style="list-style-type: none"> • Give reasons why something maybe important to me and others • Ask questions about my own and other people’s experiences and feelings • Be thoughtful and caring when talking about other people’s feelings • Realise that some questions make us wonder and are difficult to answer 	<ul style="list-style-type: none"> • Say what has an effect on my life, comparing my own with other people’s experiences • Ask important questions about religion and belief • Compare my own and other people’s answers to important questions about religion and beliefs • Describe why you and others think something is right or wrong 	<ul style="list-style-type: none"> • Describe what inspires and affects me and other people • Apply ideas raised my religion and belief in my own and others’ lives • Suggest answers to questions about life, beliefs, values and commitments • Suggest what might happen as a result of your or others’ attitudes or actions 	<ul style="list-style-type: none"> • Explain how issues are relevant in your life and what differences they make to you and others • Suggest ways you might go about addressing questions or issues raised • Suggest answers to questions about life, beliefs, values and commitments using relevant evidence • Develop ‘arguments’ about religious viewpoints and 	<ul style="list-style-type: none"> • Explain in detail how issues are relevant in your life and what differences they make to you and others • Suggest many ways you might go about addressing questions or issues raised • Suggest a range of answers to questions about life, beliefs, values and commitments using relevant evidence • Develop complex ‘arguments’ about

		<ul style="list-style-type: none"> I can say what you and others think is right and wrong 			<p>beliefs, and the challenges of commitment</p>	<p>religious viewpoints and beliefs, and the challenges of commitment</p>
<p>LEARNING ABOUT RELIGION: KNOW ABOUT AND UNDERSTAND RELIGION</p>	<ul style="list-style-type: none"> Use some religious words to recognise and name some important things for religious people Recall features of different religions Recognise some religious symbols or actions Recognise different ways people show their religion 	<ul style="list-style-type: none"> Use some religious words to say what is important for religious people Identify some things that are the same in different religions Retell religious stories Say what religious symbols and actions might mean Say how different people show their religion 	<ul style="list-style-type: none"> Use some religious words to describe important parts of religion Identify some things that are the same and some things that are different between religions Make links between religious stories and what someone believes Describe how some people worship Identify how religion affects the lives of individuals, groups and communities 	<ul style="list-style-type: none"> Use appropriate religious words to show understanding of things which are sacred to religious people Describe similarities and differences within a religion as well as between religions Show connections between stories or holy books and how religious people live their lives Suggest reasons why people worship and describe what a range of symbols and actions mean Describe how religion affects the lives of individuals, group and communities 	<ul style="list-style-type: none"> Use a range of religious words to explain things which are sacred to religious people Explain how and why differences in belief are expressed, both within and between religions Explain how different people can use holy books and religious teaching to find answers to 'big' questions Describe ways in which people worship and explain how this can be different within and between religions Clearly explain the difference religion makes in people's lives and the wider community 	<ul style="list-style-type: none"> Use a range of religious words with confidence to explain things which are sacred to religious people Explain how and why differences in belief are expressed, both within and between religions Explain how different people can use holy books and religious teaching to find answers to 'big' questions Describe ways in which people worship and explain how this can be different within and between religions Clearly explain the difference religion makes in people's lives and the wider community