



RE Skills Progression Grid

KEY SKILLS		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1 – Learning about religion	Beliefs, teachings and sources	talk about a story from the religion or worldview being studied.	remember a Christian (Hindu etc) story and talk about it	tell a Christian (Sikh etc.) story and say some things that people believe	describe what a believer might learn from a religious story	confidently describe what a believer might learn from a religious story and start to make links between religious groups.	make links between the beliefs (teaching and sources, etc) of different religious groups and show how they are connected to believers' lives	suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and mortality
	Practices and ways of life	recognise some items that are connected with important beliefs or practices	use the right names for things that are special to Buddhists (Jews etc.)	talk about some of the things that are the same for different religious people	describe some of the things that are the same and different for religious people	confidently describe some of the things that are the same and different for religious people. Starting to use the right religious words when making comparisons.	use the right religious words to describe and compare what practices may be involved in belonging to different religious groups	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.

	Forms of expression	recall at least one person associated with the life of the religion or worldview being studied	recognise religious art, symbols and words and talk about them	say what some Christians (Muslim etc.) symbols stand for and say what some of the art (music etc.) is about.	use religious words to describes some of the different ways in which people show their beliefs.	independently uses religious words to describe the different ways in which people show beliefs. Starting to express religious beliefs with an understanding of what they mean.	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions
AT2 – Learning from religion	Identity and belonging	talk about items and people that are important to me.	talk about things that happen to me	ask about what happens to others with respect for their feelings.	compare some of the things that influence me with those that influence other people	compares and starts to ask questions about some of the things that influence me with those that influence other people. May suggest some answers	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me
	Meaning and purpose	show awareness of how people can care for living beings	talk about what I find interesting and puzzling	talk about some things in stories that make people ask questions	ask important questions about life and compare my ideas with those of other people	confidently asks questions about life, comparing my ideas with others. Including, asking about the meaning and purpose of life. May start to suggest answers.	ask questions about the meaning and purpose of life and suggest a range of answers which might be given by me as well as members of a different religious groups of individuals	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives

<p>Values and commitments</p>	<p>show awareness and sensitivity towards my own and others' needs, views and feelings</p>	<p>talk about what is important to me and to other people</p>	<p>talk about what is important to me and to others with respect for their feelings</p>	<p>links things that are important to me and other people with the way I think and behave.</p>	<p>independently makes links between things that are important to me and others. Starting to ask questions about the moral decisions I and other people make.</p>	<p>ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs and values</p>	<p>ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives</p>
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