

Knowledge and Skills Progression for Religious Education



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Religion	<p>To recognise and name some features of religious life and practice and beliefs.</p> <p>To begin to recall simple religious, spiritual and moral stories and begin to make connections to religious beliefs.</p> <p>To begin to recognise symbols and other forms of religious expression.</p>	<p>To recall a wider range of religious stories with confidence.</p> <p>To recognise symbols, and other verbal and visual forms of religious expression and begin to give meanings for these.</p> <p>To begin to understand that some religious practices are characteristics of more than one religion.</p> <p>To begin to make links between values and attitudes/ behaviour.</p>	<p>To identify the impact of beliefs and practices on people's lives.</p> <p>To begin to recognise similarities between different religions and beliefs.</p> <p>To describe and suggest meanings for symbols and other forms of religious expression.</p> <p>To understand how some features of religions are used in festivals and practices.</p> <p>To make secure links between values and attitudes/ behaviour.</p>	<p>To continue to re-tell a vast range of religious stories and to confidently suggest meanings for religious actions and symbols using technical terminology.</p> <p>To recognise and describe the similarities and differences between different religions and gather and organise ideas about these.</p> <p>To suggest meanings for forms of religious expression, using appropriate vocabulary.</p> <p>To draw connections between beliefs, values and practices and the understand the impact these have.</p>	<p>To make links between beliefs and sources, questions, values and practices including religious stories and sacred texts in different belief systems.</p> <p>To begin to identify the impact religion has on believers' lives and a wider range of communities.</p> <p>To explain how and why differences in belief are expressed.</p> <p>To recognise diversity within religious expression.</p>	<p>To use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p> <p>To explain some of the challenges offered by the variety of religions within the contemporary world.</p> <p>To confidently identify the influences on, and distinguish between, different viewpoints within religions and beliefs.</p> <p>To interpret the significance and impact of forms of religious and spiritual expression.</p> <p>Compare the different ways in which people of faith communities express their faith.</p>
Critical Thinking	<p>To talk about, what they find interesting or puzzling and what is of value and concern to themselves.</p> <p>To ask thought-provoking questions.</p>	<p>To talk about, what they find interesting or puzzling and what is of value and concern to themselves and others. Respond sensitively to the values and concerns of others.</p> <p>To ask thought-provoking questions in response to religious material and with regards their own beliefs and experiences.</p> <p>To begin to understand that some questions about life are difficult to answer.</p>	<p>To express views confidently and compare to others' ideas about questions that are difficult to answer.</p> <p>To ask significant questions in response to religious material and understand that these questions may cause people to wonder.</p> <p>To compare aspects of their own experiences and others and identify who influences their lives.</p>	<p>To express views confidently in response to religious material studied and provide simple reasons to support these views.</p> <p>To ask thought-provoking questions in response to religious material and understand that these questions may not always have a clear answer.</p> <p>Begin to suggest their own answers and opinions raised by the study of religions and beliefs.</p>	<p>To express views confidently in response to religious material studied and provide plausible and sustained reasons to support these views, using relevant sources of evidence.</p> <p>To suggest lines of enquiry raised by their studies.</p> <p>To make informed responses to questions of identity and experience, meaning and purpose and people's values and commitments in the light of their learning</p>	<p>To express own views to fundamental questions using sound reasons in response to religious material studied.</p> <p>To show a sound understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).</p>
Personal Reflection	<p>To reflect on their own feelings, ideas and values.</p> <p>To identify aspects of own experience and feelings in religious material studied.</p>	<p>To reflect on their own feelings, ideas and values in relation to religious material studied.</p>	<p>To reflect on their own feelings, ideas and values and are aware of the experiences and feelings of others in relation to religious material studied.</p>	<p>To reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same in relation to religious material studied.</p>	<p>To reflect on what influences them, making links between aspects of their own and others' experiences in relation to religious material studied.</p>	<p>To reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences in relation to religious material studied.</p>