



Compassion - Courage - Forgiveness - Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Religious Education skills progression document

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion and belief and teachings (what people believe)	<p>Have an awareness and understanding of the people in the world they live in.</p> <p>Begin to learn about traditions, values, beliefs and things that are special to themselves and others.</p>	<p>Recognise and name features of religions and beliefs.</p> <p>Recall features of religious, spiritual and moral stories and other forms of religious expression.</p>	<p>Retell religious, spiritual and moral stories.</p> <p>Identify how religion and belief is expressed in different ways.</p> <p>Identify similarities and differences in features of religions and beliefs.</p>	<p>Make links between beliefs, stories and practices.</p> <p>Identify the impacts of beliefs and practices on people's lives.</p> <p>Identify similarities and differences between religions and beliefs.</p>	<p>Comment on connections between questions, beliefs, values and practices.</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>Describe similarities and differences within and between religions and beliefs.</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Explain how and why differences in belief are expressed.</p>	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.</p> <p>Talk about some of the challenges offered by the variety of religions and beliefs in the contemporary world.</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p>
Enquiring, investigating and interpreting	<p>Ask questions about what they see or hear to build their understanding</p>	<p>Identify what they find interesting and puzzling in life and ask questions to deepen their understanding.</p>	<p>Recognise that some questions about life are difficult to answer.</p> <p>Ask questions about their own</p>	<p>Investigate and connect features of religions and beliefs.</p>	<p>Gather, select, and organise ideas about religion and belief.</p> <p>Suggest answers to some questions</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p>	<p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.</p>



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	g of the world around them.	Recognise symbols and other forms of religious expression.	and others' feelings and experiences. Identify symbols and other forms of religious expression and talk about their possible meanings.	Ask questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression.	raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence to justify their ideas.	Interpret religions and beliefs from different perspectives. Discuss the impact of different forms of religious and spiritual expression.
Practices and lifestyles (what people do)	Recognise some features of religious life and practice.	Identify some religious practices, and know that some are characteristic of more than one religion i.e prayer. Identify aspects of own experience and feelings, in religious material studied. Identify things they find interesting or puzzling, in religious materials studied.	Describe how some features of religions studied are used or exemplified in festivals and practices. Respond sensitively to the experiences and feelings of others, including those with a faith. Realise that some questions that cause people to wonder are difficult to answer.	Show understanding of the ways of belonging to religions and what these involve. Compare aspects of their own experiences and those of others, identifying what influences their lives Compare their own and other people's ideas about questions that are difficult to answer.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Make informed responses to questions of identity and experience in the light of their learning. Make informed responses to questions of	Compare and contrast lifestyles of religious people and discuss the impact their practice will have on lives. Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.



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					Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	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.
Expression and language (how people express themselves)	Understand Christian symbols.	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, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	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.
Values and commitments (making sense of right and wrong)	Show an interest in school values, treating others well.	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 of 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 (including religious ones) in the light of their learning



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