



RE Skills Progression Grid

Explore						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils can talk about past and present events in their own lives and in the lives of family members.</p> <p>They can identify similarities and differences in relation to places, objects, and materials including faith buildings.</p>	<p>Pupils use some religious words and phrases relating to the practices of faiths they have explored.</p> <p>They can recall some religious stories and can recognise some symbols and artefacts relevant to the faiths they are learning about.</p>	<p>Pupils use religious words and phrases to identify some features of religion and its importance to some people.</p> <p>They begin to show awareness of the similarities in religions including key questions raised by believers.</p> <p>They can talk about how religion is expressed in different ways and can explain the meanings of some religious symbols and rituals.</p>	<p>Pupils demonstrate their developing religious vocabulary in describing some key features of some religions and identifying their differences.</p> <p>They can make links between beliefs, practices and sources, including religious stories and texts. They begin to identify the impact religion has on believers' lives.</p> <p>They can describe some forms of religious expression.</p>	<p>Pupils use their expanding religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experience.</p> <p>They can describe some of the differences and similarities both within and between religions.</p> <p>They can talk about the impact of religion on people's lives and can explain the meanings of some forms of religious expression.</p>	<p>Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs.</p> <p>They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues.</p> <p>They interpret the significance of different forms of religious, spiritual and moral expression.</p>	<p>Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs.</p> <p>They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues.</p> <p>They interpret the significance of different forms of religious, spiritual and moral expression.</p>

Engage						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can describe their own immediate environment and can say how environments might vary from one another and what things make them special.	Pupils can talk about their experience of the world around them and especially what they value and what concerns them.	Pupils have an awareness of some of the questions that cause people to wonder and are difficult to answer. They can express and discuss ideas about right and wrong.	Pupils learn to ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.	Pupils discuss fundamental questions about identity and belonging, about meaning and purpose in life, about values and commitment. They can recognise the implications and consequences attached to making choices between right and wrong.	Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.	Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.
Reflect						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils know that other children do not always enjoy the same things as them and they accommodate those differences. They can talk about	Pupils can demonstrate their understanding that there is more than one religious tradition or faith community.	Pupils can identify more than one religious tradition or faith community and can describe some of the distinctive features of those traditions or communities.	Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths.	Pupils can apply their ideas about identity and commitment to their own and other people's lives. They can say who and what influences	Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views	Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views

<p>similarities and differences between themselves and other people and among different families, communities and traditions.</p>			<p>They show an understanding of the implications of living in a diverse society.</p>	<p>and inspires them and can give reasons for their ideas.</p> <p>They can discuss their experience of living alongside people who have a different faith or point of view.</p>	<p>and experiences of others.</p> <p>They are able to talk about examples of religious cooperation, and why this is sometimes difficult.</p>	<p>and experiences of others.</p> <p>They are able to talk about examples of religious cooperation, and why this is sometimes difficult.</p>
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