**GREAT BARDFIELD PRIMARY SCHOOL SKILLS PROGRESSION DOCUMENT RE**

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| **Year** | **Learning about Religion:**  **beliefs, teachings and sources** | **Learning about Religion:**  **religious and spiritual forms of expression** | **Learning from Religion:**  **pupils’ reflection on, and response to, their own experiences and learning about religion** |
| **EYFS** | * Become familiar with people and   stories that are special to religious people. | * Become familiar with places and times that are special to religious people. | * Become familiar with what is special about our world. |
| **1** | Show awareness by using religious words to   * recognise and name features of religious life. * recall some events in religious stories and festivals. | Show awareness by using religious words to   * recognise verbal and visual forms of religious expression. * recognise and name features of religious practice. | Talk about   * their own experiences and feelings and what they find interesting or puzzling. * what is of value or of concern to themselves and others. |
| **2** | Use some religious words and phrases to   * identify features of a religion and similarities to other religions * retell religious stories | Use some religious words and phrases to   * identify the importance of religion for some people * identify how religion is expressed in different ways. | * Ask and respond sensitively to questions about their own and others’ experiences and feelings. * Recognise that some questions can cause people to wonder and are difficult to answer. * Recognise their own values and those of others in matters of right and wrong. * Observe respond sensitively to the natural world and forms of artistic and spiritual expression. |
| **3** | * Use a developing religious vocabulary to demonstrate understanding of some key features of religion, recognising similarities and differences. | * Use a developing religious vocabulary to describe some forms of religious expression and their importance to believers. | * Explain what influences them, comparing aspects of their own and others’ experiences. * Ask important questions about religion and beliefs. |

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| **4** | * Show breadth of knowledge and some understanding by using developing religious vocabulary to compare beliefs, practices and sources, including religious stories and sacred texts. | * Show breadth of knowledge and some understanding by using developing religious vocabulary to begin to speculate on and describe the impact religion has on believers’ lives. | * Ask important questions about religion and beliefs, making links between their own and others’ responses. * Make links between values and commitments and their own attitudes and behaviour. |
| **5** | Use developing religious vocabulary to   * give simple explanations of, and make links between, sources, practices, beliefs, ideas, feelings and experiences * Compare and contrast aspects of different religions. | Use developing religious vocabulary to   * evaluate the impact of religion on people’s lives * Explain a range of forms of religious expression. | * Raise, and suggest answers to, questions of morality, identity, belonging, meaning, truth, values and commitments * Apply their ideas to their own and other people’s lives * Describe what inspires and influences themselves and others * Suggest appropriate meanings for a range of forms of artistic and symbolic expression |
| **6** | * Explore a range of beliefs, symbols and actions so that they can explain, using an increasingly wide religious vocabulary, that similarities and differences between religions illustrate distinctive beliefs, | Observe and consider different dimensions of religion so that they can use an increasingly wide religious vocabulary to   * make reasoned judgements on the impact of beliefs on individuals and communities * begin to reach informed conclusions about why people belong to religions * begin to explain how religious sources are used to provide answers to ultimate questions | * Explain what inspires and influences them * Empathise with others in order to express their own views on the challenges of belonging to a religion * Ask and provide thoughtful answers to questions of morality, identity, belonging, meaning, truth, values and commitments, relating them to their own lives * Recognise different forms of figurative language (e.g. metaphor and symbolism). |

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| Skills Progression | | |
| EYFS/KS1 | LKS2 | UKS2 |
| Become familiar with  Recognise  Recall  Talk about  Identify  Retell  Recognise  Ask and respond sensitively  Observe | Demonstrate understanding  Describe  Explain  Compare  Make links | Evaluate  Apply  Suggest appropriate meaning  Explore  Observe and consider  Make reasoned judgements  Reach informed conclusions  Empathise |
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