**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.
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| **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.
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| **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.
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| **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.
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| **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
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| **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 withRecogniseRecallTalk aboutIdentifyRetellRecogniseAsk and respond sensitivelyObserve | Demonstrate understandingDescribeExplainCompareMake links | EvaluateApplySuggest appropriate meaningExploreObserve and considerMake reasoned judgementsReach informed conclusionsEmpathise |
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