

RE Skills Progression Grid

Year Group	Beliefs and Practices	Sources of Wisdom	Symbols and actions	Prayer, worship, and reflection	Identity and belonging	Ultimate questions	Human responsibilities and values	Justice and fairness
EYFS	<p>In EYFS we will follow the Early Learning Goals set out in the ‘Understanding our World’ area of learning and development.</p> <p>Children will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>							
Year 1	Give at least one example of beliefs and practices, including festival, worship, ritual, and share meaning behind them.	Respond to religious and moral stories. Begin to raise questions about sources of wisdom and their origins.	Give at least one example of symbol or action and explain how it is used.	Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.	Talk about things and people that matter to them and how they belong to groups including faith groups.	Demonstrate curiosity about the wonder of world, asking and beginning to respond to questions.	Respond to faith stories and examples of showing care and concern for humanity and world.	Respond to moral stories and demonstrate what it means to be right and wrong, just, and fair.
Year 2	Give at least 3 examples of different beliefs and practices, including festivals,	Retell and suggest meanings to some religious and moral stories.	Give at least 3 examples of symbols and actions explaining how and why they express	Explore how and where worshippers connect to prayer and worship.	Talk with others how groups express who they are and how individuals belong to	Ask and answer range of how and why questions about belonging, meaning and	Tell stories and share real life experiences of how people care and concern for	Explain the influence of rules. Explore moral stories and consider what

RE Skills Progression Grid

	worship, rituals, and ways of life and explain some meaning behind them.	Think, talk, and ask questions about sacred writings, sources of wisdom and traditions from where they come.	religious meaning. Notice similarities between communities.	Participate in periods of stillness and reflection.	communities including faith groups. Describe what a leader does and why.	truth, expressing own ideas and opinions.	humanity and world. Think; talk and ask questions and why they do this.	is right and wrong, just, and fair.
Year 3	Describe using specific religious vocabulary the impact of celebrations and key moments in life in religious communities.	Raise questions and suggest meanings to 3 examples of either religious & moral stories, sources of wisdom, sacred writings, and their impacts.	Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe similarities between two faith communities.	Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.	Give two examples of how individuals show they belong to a faith community. Recognise how some religious people are guided by their religious leaders.	Through creative media, express an understanding of a range of ultimate questions, reflecting on questions difficult to answer.	Recognise importance of showing care and responsibility of the world, identifying the shared values in two communities.	Explore moral stories and reflect on why individuals make choices about what is right and wrong, just, and fair.
Year 4	Describe, make connections, and reflect on some religious and	Show awareness, respond, describe, and interpret a range of	Explain a range of beliefs, symbolic expression, and actions	Describe why and where worshippers connect to prayer and worship.	Show an understanding of some of the challenges individuals face	Respond to a range of challenging 'if' and 'why' questions about making	Illustrate how diverse communities can live together respectfully	Consider and discuss questions on matters that are important in the world

RE Skills Progression Grid

	<p>non-religious worldviews studied.</p> <p>Use specific religious vocab to describe how celebrations and key moments in life are marked by communities.</p>	<p>stories, sacred writings, psalms, poems hymns, prayers, and artefacts.</p> <p>Develop an impact of different communities and on individual believers.</p>	<p>(verbal and non-verbal) can communicate meaning to individual followers.</p> <p>Describe some similarities between communities.</p>	<p>Participate in periods of stillness and quiet though and where appropriate express personal reflections.</p>	<p>in a faith community.</p> <p>Demonstrate how it may help them.</p> <p>Explore how some religious people are guided by their religious leaders.</p>	<p>sense of the world, expressing personal reflections.</p>	<p>sharing the same important values and sense of responsibility.</p>	<p>including choices about what is right or wrong.</p>
Year 5	<p>Use religious vocabulary to compare two examples of celebrations marking key points in life’s journey including pilgrimage.</p>	<p>Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.</p>	<p>Describe how a range of beliefs, symbolic expression and actions can communicate meaning.</p> <p>Identify some similarities and differences between and within two communities.</p>	<p>Explain why, where, and how, worshippers connect to prayer and worship.</p> <p>Actively engage in periods of stillness; describe their reflective experiences.</p>	<p>Recognise the challenge of commitment for individuals belonging to a living faith.</p> <p>Raise questions on how faith today is shaped by identity, religious guidance, and leadership.</p>	<p>Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.</p>	<p>Describe the diversity of local and national communities.</p> <p>Identify some shared communal values and responsibilities.</p>	<p>Identify and describe how people with religious worldviews make choices about what is right and wrong.</p>

RE Skills Progression Grid

Year 6	<p>Describe, make connections, and reflect on some religious and worldviews studied.</p> <p>Use specific religious vocab to describe how celebrations and key moments in life are marked by communities.</p>	<p>Show awareness, respond, and interpret a range of stories, sacred writings, and sources of wisdom, recognising and understanding the impact on different communities and individuals.</p>	<p>Compare how and why a range of beliefs, actions and expressions communicate meaning.</p> <p>Identify and describe similarities and differences between and within communities.</p>	<p>Through enquiry and experience, demonstrate worshippers' connection to prayer, faith, and sacred spaces.</p>	<p>Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.</p>	<p>Present a range of views and answers to challenging questions about belonging, meaning and truth.</p>	<p>Explain how communities can live together, identifying common values, justice, respect, and shared responsibility.</p> <p>Use personal responses to challenge how responsibility is shaped by faith.</p>	<p>Evaluate and ask challenging questions applying their own and others' ideas about responsibility and what is right or wrong.</p> <p>Consider possible effects of different moral choices.</p>
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