**RE Skills and Knowledge Progression**

|  | **EYFS**  | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5**  | **Year 6**  |
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| **Beliefs and Practices**  | Describe events in some detailRecognise that people have different beliefs and celebrate special times in different ways. | Give at least one example of beliefs and practices, including festival, worship, ritual and share meaning behind them. | Give at least 3 examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meaning behind them.  | Describe using specific religious vocab the impact of celebrations and key moments in life in religious communities | Describe, make connections and reflect on some religious and nonreligious worldviews studied Use specific religious vocab to describe how celebrations and key moments in life are marked by communities | Use religious vocabulary to compare two examples of celebrations marking key points in life’s journey including pilgrimage.  | Describe, make connections and reflect on some religious and worldviews studied. Use specific religious vocab to describe how celebrations and key moments in life are marked by communities |
| **Sources of Wisdom** | Describe events in some detailCompare and contrast characters from stories, including figures from the past. | Respond to religious and moral stories. Begin to raise questions about sources of wisdom and their origins. | Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about sacred writings, sources of wisdom and traditions from where they come | Raise questions and suggest meanings to 3 examples of either religious & moral stories, sources of wisdom, sacred writings and their impacts. | Show awareness, respond, describe and interpret a range of stories, sacred writings, psalms, poems hymns, prayers and artefacts. Develop an impact of different communities and on individual believers. | Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.  | 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.  |
| Signs and actions | Understand that some places are special to members of their community. | Give at least one example of symbol or action and explain how it is used.  | Give at least 3 examples of symbols and actions explaining how and why they express religious leaning Notice similarities between communities. | Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe similarities between two faith communities.  | Explain a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.  | Describe how a range of beliefs, symbolic expression and actions can communicate meaning. Identify some similarities and differences between and within two communities | Compare how and why a range of beliefs, actions and expressions communicate meaning. Identify and describe similarities and differences between and within communities.  |
| Prayer, worship and reflection | **Understand that some places are special to members of their community.** | Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.  | Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.  | Ask and answer questions about places of prayer and worship and the impact they might make on faith communities. | Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet though and where appropriate express personal reflections.  | Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.  | Through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces.  |
| Identity and belonging  | Develop their sense of responsibility and membership of a community.Express their feelings and consider the feelings of others.Continue developing positive attitudes about the differences between people. | Talk about things and people that matter to them and how they belong to groups including faith groups.  | Talk with others how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.  | Give two examples of how individuals show they belong to a faith community. Recognise how some religious people are guided by their religious leaders.  | Show an understanding of some of the challenges individuals face in a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.  | Recognise the challenge of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity; religious guidance and leadership.  | Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership n their own and others’ lives.  |
| Ultimate questions |  | Demonstrate curiosity about the wonder of world, asking and beginning to respond to questions.  | Ask and answer range of how and why questions about belonging, meaning and truth, expressing own ideas and opinions.  | Through creative media, express an understanding of a range of ultimate questions, reflecting on questions difficult to answer.  | Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections | Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.  | Present a range of views and answers to challenging questions about belonging, meaning and truth.  |
| Human responsibility and values  | Be able to express a point of viewExpress their feelings and consider the feelings of others. | Respond to faith stories and examples of showing care and concern for humanity and world. | Tell stories and share real life experiences of how people care and concern for humanity and world. Think; talk and ask questions and why they do this. | Recognise importance of showing care and responsibility of the world, identifying the shared values in two communities. | Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.  | Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.  | Explain how communities can live together, identifying common values , justice, respect and shared responsibility. Use personal responses to challenge how responsibility is shaped by faith.  |
| Justice and Fairness | Build constructive and respectful relationships. | Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.  | Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.  | Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.  | Consider and discuss questions on matters that are important in the world including choices about what is right or wrong.  | Identify and describe how people with religious worldviews make choices about what is right and wrong.  | Evaluate and ask challenging questions applying their won and others ideas bout responsibility and what is right or wrong, consider possible effects of different moral choices.  |