

St Mary's C of E Primary School  
Religious Education – Progression of Skills Map

Lines of enquiry	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Beliefs, teachings, sources of wisdom and authority</b>	Talk about a religious story	<b>Retell</b> a religious (eg Christian, Hindu etc) story and <b>talk about it</b> .	<b>Retell</b> a religious story and <b>suggest meanings</b> to some religious and moral stories.	<b>Describe</b> what a believer might learn from a religious story/sacred text. <b>Reflect and respond thoughtfully</b> .	<b>Make links</b> between the beliefs (teachings, sources, etc) of the different religions studied and <b>show how they are connected</b> to believers' lives.	<b>Suggest reasons for the similar and different beliefs</b> which people hold, and <b>explain</b> how religious sources are used to provide answers to important questions about life and morality.	<b>Describe, connect and explain different features</b> of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.
<b>Ways of living</b>	Talk about some belonging ceremonies. (eg Christening)	<b>Recall and name different</b> beliefs and practices, including festival, worship rituals and ways of life.	<b>Ask and respond to questions</b> about why religious communities do different things.	<b>Describe and begin to make links</b> between some of the things that are the same and different for religious people.	Use the <b>correct religious vocabulary</b> to <b>describe</b> and <b>compare</b> what practices and experiences may be involved in belonging to different religious groups.	<b>Begin to explain, with reasons,</b> the meaning and significance religion/faith to individuals and communities.	<b>Understand and explain</b> how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.
<b>Ways of expressing meaning</b>	Talk about a religious symbol. (eg star at Christmas)	<b>Recognise</b> religious art, symbols and words and <b>talk about them</b> .	<b>Recognise</b> that religious symbols, words and actions <b>express</b> a community way of living.	Use <b>religious vocabulary</b> to <b>describe</b> some of the different ways of life and ways of expressing meaning.	<b>Verbalise and/or express their own thoughts about belief,</b> ways of living and <b>expressing meaning,</b> using a range of media.	<b>Show understanding of the similarities and differences</b> in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.	<b>Consistently use correct religious and philosophical vocabulary</b> in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.
<b>Questions of identity, diversity and belonging</b>	Talk about their family.	<b>Begin to ask questions</b> about the faith communities in their school.	<b>Notice and respond sensitively</b> to some similarities between different religious and worldviews.	<b>Compare</b> their own understanding of belonging with that of someone else's. Identify <b>similarities and differences</b> .	<b>Verbalise their own understanding of the concept/belief,</b> e.g. belonging, and start to <b>relate</b> this to the people they are studying e.g. Jewish people.	<b>Begin to consider and apply ideas</b> about ways in which diverse communities can live together for the well-being of all and <b>respond thoughtfully</b> to ideas about community, values and respect.	<b>Consider the challenges and impact of belonging</b> to a religion today with reference to <b>our own and other people's views</b> on human nature and society, supporting those

							views with reasons and examples.
<b>Questions of Meaning, Purpose and Truth</b>	Say how they feel when they are happy or sad.	Think about the special things that happen to them and others.	Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.	Ask important questions about life and compare their ideas with those of other people.	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.	Represent the views of others about meaning, purpose and truth.	Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.
<b>Questions of Values and Commitments</b>	Say why their family is important to them.	Think about what is important to them and to other people.	Begin to express their ideas and opinions and to recognise there could be more than one answer.	Link things that are important to them and other people with the way they think and behave.	Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.	Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas.