**RE Progression of skills KS2**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **To understand beliefs and teachings** | 1.describe key teachings and beliefs in the world religions  2.start to make links between beliefs, stories and practices  3.identify similarities and differences between religions and beliefs  4.begin to compare the main festivals of world religions | 1.refer to religious figures and holy books  2.comment on connections between questions,  beliefs, values and practices  3.describe similarities and differences within and between religions and beliefs  4.describe the impact of beliefs and practices on individuals, groups and communities | 1.explain connections between questions, beliefs, values and practices in different religions  2.recognise and explain the impact of beliefs and ultimate questions on individuals and communities  3. explain how and why differences in belief are expressed. | 1.make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary  2.explain some of the challenges offered by the variety of religions and beliefs in the contemporary world  3. explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. |
| **To understand practices and lifestyles** | 1.identify some features of religions studied are used or exemplified in festivals and practices  2.describe religious ceremonies and rituals and their importance for people’s lives  3.identify religious buildings and religious artefacts | 1.explain how some features of religions studied are used or exemplified in festivals and practices  2.explain religious ceremonies and rituals and their importance for people’s lives  3.show understanding of the ways of belonging to religions and what these involve  4.describe religious buildings and artefacts and explain how they are used in daily practices and rituals | 1.explain how selected features of religious life and practice make a difference to the lives of individuals and communities  2.understand that rituals and ceremonies mark important points in the life of a person  3.recognise and start to explain why some people are non-religious  4.recognise spiritual leaders and the reasons why people would follow them | 1.explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities  2.compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles  3.explain practices and lifestyles associated with belonging to a non-religious community  4.understand the role of a spiritual leader and refer to some famous leaders in different religions |
| **To understand how beliefs are conveyed.** | 1.identify and suggest meanings for symbols and other forms of religious expression  2.make links between religious symbols, language and stories and the beliefs or ideas that underlie them | 1.suggest meanings for a range of forms of religious expressions (art and communication), using the appropriate vocabulary  2.show, using the appropriate vocabulary, how religious ideas, beliefs and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and languages | 1.explain how some forms of religious expression are used differently by individuals and communities  2.express the meaning of religious stories, sources of wisdom and traditions | 1.compare the different ways in which people of faith communities express their faith  2.explain how people express their understanding of religious beliefs, stories through art and other ways of communication |
| **To reflect** | 1.ask significant questions about religions and beliefs  2.compare aspects of their own experiences and those of others, identifying what influences their lives  3.compare their own and other people’s ideas about questions that are difficult to answer  4.listen to people’s ideas with respect | 1.suggest answers to some questions raised by the study of religions and beliefs  2.ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers  3.ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teachings of religions studied  4.understand that there are similarities and differences between people and respect those differences | 1.suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence  2.make informed responses to questions of meaning and purpose in the light of their learning (who we are)  3.make informed responses to questions of meaning and purpose of life in the light of their learning (sense of life) | 1.interpret religions and beliefs from different perspectives  2.discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.  3.explain why their answers might be different from someone else’s and respond sensitively  4.explain their own opinions about complex questions and concepts that have no universally agreed answers |
| **To understand values** | 1.make links between values and commitments, including religious ones, and their own attitudes or behaviour  2.identify shared values in a community  3.listen to opinions on morals and values with respect and discuss them  4.make informed choices and understand the consequences of choices in their own lives | 1.ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues  2.describe how shared values in a community can affect behaviour and outcomes  3.discuss and give opinions on morals values, including their own  4.explain the consequences of people’s choices in their lives and the impact on others | 1.make informed responses to people's values and commitments (including religious ones) in the light of their learning  2.start to make links between responsibility and citizenship  3.show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences | 1.make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply  2.explain the links between responsibility and citizenship  3.express their own moral judgements while respecting the values of others |