

PROGRESSION OF SKILLS ACROSS THE KEY STAGES

Year group	Know about and understand a range of religions and worldviews	Develop and utilise inquiry and investigation skills	Express ideas and insights about the nature, significance and impact of religions and worldviews.	Gain and deploy the skills needed to engage seriously with religions and worldviews
Year 1	<ul style="list-style-type: none"> • recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs. 	<ul style="list-style-type: none"> • identify what they find interesting and puzzling in life • recognise symbols and other forms of religious expression. 	<ul style="list-style-type: none"> • recount outlines of some religious stories • recognise features of religious life and practice • recognise some religious symbols and words. 	<ul style="list-style-type: none"> • identify aspects of own experience and feelings, in religious material studied • identify things they find interesting or puzzling, in religious materials studied • identify what is of value and concern to themselves, in religious material studied.
Year 2	<ul style="list-style-type: none"> • retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways • identify similarities and differences in features of religions and beliefs. 	<ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • identify possible meanings for symbols and other forms of religious expression. 	<ul style="list-style-type: none"> • retell religious stories and identify some religious beliefs and teachings • identify some religious practices, and know that some are characteristic of more than one religion • suggest meanings in religious symbols, language and stories. 	<ul style="list-style-type: none"> • respond sensitively to the experiences and feelings of others, including those with a faith • realise that some questions that cause people to wonder are difficult to answer • respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.
Year 3	<ul style="list-style-type: none"> • beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs. 	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression. 	<ul style="list-style-type: none"> • describe some religious beliefs and teachings of religions studied, and their importance • describe how some features of religions studied are used or exemplified in festivals and practices • make links between religious symbols, language and stories and the beliefs or ideas that underlie them. 	<ul style="list-style-type: none"> • compare aspects of their own experiences and those of others, identifying what influences their lives • compare their own and other people's ideas about questions that are difficult to answer • make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Year group	<ul style="list-style-type: none"> Know about and understand a range of religions and worldviews 	<ul style="list-style-type: none"> Develop and utilise inquiry and investigation skills 	<p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Gain and deploy the skills needed to engage seriously with religions and worldviews
Year 4	<ul style="list-style-type: none"> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs. 	<ul style="list-style-type: none"> Gather, select and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary. 	<ul style="list-style-type: none"> describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions show understanding of the ways of belonging to religions and what these involve show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language. 	<ul style="list-style-type: none"> ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues explain how some forms of religious expression are used differently by individuals and communities.
Year 5	<ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities explain how selected features of religious life and practice make a difference to the lives of individuals and communities. 	<ul style="list-style-type: none"> make informed responses to questions of identity and experience in the light of their learning discuss make informed responses to questions of meaning and purpose in the light of their learning make informed responses to people's values and commitments (including religious ones) in relation to their learning use different techniques to reflect deeply .
Year 6	<ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world 	<ul style="list-style-type: none"> identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives interpret the significance and 	<ul style="list-style-type: none"> 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 explain in detail the significance of Christian practices, and those of other 	<ul style="list-style-type: none"> Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths Express their views on some fundamental questions of identity, meaning, purpose, and morality related to Christianity and other faiths Make informed responses to people's values and

	<ul style="list-style-type: none"> explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. 	<p>impact of different forms of religious and spiritual expression.</p>	<p>faiths studied, to the lives of individuals and communities</p> <ul style="list-style-type: none"> compare the different ways in which people of faith communities express their faith. 	<p>commitments (including religious ones) in relation to their learning .</p>
Greater depth	<ul style="list-style-type: none"> Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them; Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences. 	<ul style="list-style-type: none"> Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences. 	<ul style="list-style-type: none"> Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology; Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities; Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied. 	<ul style="list-style-type: none"> Explain and interpret a range of beliefs, Explore some of the ultimate questions that are raised by human life in ways that are well- informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy; Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews; Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.