



RE Skills Progression Plan Years 1 - 6

Aspect	Year 1/2	Year 3/4	Year 5/6
Beliefs and teachings	Begin to discuss and name different beliefs and festivals. Can link different symbols, their relevance and how they feature in festivals.	Can describe key beliefs and teachings of Christianity and other religions studied and make comparisons. Can refer to religious figures and holy books. Children to build on knowledge from KS1	Can recognise and explain how some teachings and beliefs are shared between different religions. Can explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles	Recognise, name and describe religious artefacts, places and practices. Explain religious rituals and ceremonies and the meaning of them, including their own personal experiences. Can observe when practices and rituals are featured in more than one lifestyle.	To build on knowledge from KS1. Can identify religious artefacts and how they are used in daily practices and rituals. Children can identify and describe religious buildings and how they are used. Can explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.	Children can explain practices and lifestyles associated with belonging to a faith. Can explain practices and beliefs associated with belonging to a non-religious community. To compare lifestyles of different faiths and give reasons why some people within the same faith chose to adopt different lifestyles. To show an understanding of the role of a spiritual leader.
How beliefs are expressed	Children can name religious symbols and the meaning of them Can learn the name of important religious stories. Can retell religious stories and suggest meanings in the story.	Begin to identify religious symbolism in different forms of art and communication. To look at holy texts and stories and explain meaning in a story. Children will express their beliefs in different forms, with respect for others' beliefs and comparing beliefs	Children can explore symbolism in literature and the arts. Can explain some of the different ways individuals show their beliefs. Children can share their opinion or express their own belief with respect and tolerance for others.
Time to reflect and personal growth	Children can identify things that are important in their lives. Can ask questions about the puzzling aspects of life. To understand that there are similarities and differences between people.	Children can understand that personal experiences and feelings can influence their attitudes and actions. To offer suggestions about why religious and non-religious leaders and followers have acted the way they have. Ask questions that have no agreed answers and can offer suggestions as answers to those questions. Children will understand that there are similarities and differences between people and respect those differences.	Children can recognise and express feelings about their identities and beliefs. Can explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers. To explain why their answers may be different from someone else's and respond sensitively.
Values (in your own life)	Can look at how values affect a community and individuals.	Children can make informed choices and understand the consequences of their choices.	Children can explain why individuals and communities may have similar and differing values.

All things are possible if you believe Mark 9:23



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<p>and others lives)</p>	<p>Children can explain how actions can affect other people. Children can understand that they have their own choices to make and begin to understand the concept of morals.</p>	<p>Can describe how shared values in a community can affect behaviour and outcomes. To discuss and give opinions on morals and values including their own.</p>	<p>To show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. Children to express their own values while respecting the values of others.</p>
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