



## *RE Skills Progression Plan Years 1 – 6*

| Aspect  | Reception/Year 1/2  | Year 3/4  | Year 5/6  |
|---|---|---|---|
| <b>Beliefs and teachings</b>                      | Begin to discuss and name different beliefs and festivals.<br>Link different symbols, their relevance and how they feature in festivals.  | Describe key beliefs and teachings of Christianity and other religions studied and make comparisons.<br>Refer to religious figures and holy books.<br>Children to build on knowledge from KS1.  | Recognise and explain how some teachings and beliefs are shared between different religions.<br>Explain how religious beliefs can shape the lives of individuals and contribute to society.   |
| <b>Rituals, ceremonies and lifestyles</b>         | Recognise, name and describe religious artefacts, places and practices.<br>Explain religious rituals and ceremonies and the meaning of them, including their own personal experiences.<br>Observe when practices and rituals are featured in more than one faith. | Build on knowledge from KS1.<br>Identify religious artefacts and how they are used in daily practices and rituals.<br>Identify and describe religious buildings and how they are used.<br>Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.  | Explain practices and lifestyles associated with belonging to a faith.<br>Explain practices and beliefs associated with belonging to a non-religious community.<br>Compare lifestyles of different faiths and give reasons why some people within the same faith chose to adopt different lifestyles.<br>Show an understanding of the role of a spiritual leader. |
| <b>How beliefs are expressed</b>                  | Name religious symbols and the meaning of them<br>Learn the name of important religious stories.<br>Retell religious stories and suggest meanings in the story.   | Begin to identify religious symbolism in different forms of art and communication.<br>Look at holy texts and stories and explain meaning in a story.<br>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs  | Explore symbolism in literature and the arts.<br>Explain some of the different ways individuals show their beliefs.<br>Share their opinion or express their own belief with respect and tolerance for others.   |
| <b>Time to reflect and personal growth</b>        | Identify things that are important in their lives.<br>Ask questions about the aspects of life.<br>Understand that there are similarities and differences between people.  | Understand that personal experiences and feelings can influence their attitudes and actions.<br>Offer suggestions about why religious and non-religious leaders and followers have acted the way they have.<br>Ask questions that have no agreed answers and can offer suggestions as answers to those questions.<br>Understand that there are similarities and differences between people and respect those differences. | Recognise and express feelings about their identities and beliefs<br>Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.<br>Explain why their answers may be different from someone else's and respond sensitively.  |
| <b>Values (in your own life and others lives)</b> | Look at how values affect a community and individuals.<br>Explain how actions can affect other people.<br>Understand that they have their own choices to make and begin to understand the concept of morals.  | Make informed choices and understand the consequences of their choices.<br>Describe how shared values in a community can affect behaviour and outcomes.<br>Discuss and give opinions on morals and values including their own.  | Explain why individuals and communities may have similar and differing values.<br>Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.<br>Express their own values while respecting the values of others.   |

*All things are possible if you believe Mark 9:23*