

Re Skills Progression:

KEY SKILLS: Application, Investigation, Analysis/Comparison, Reflection, Empathy.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	EYFS Skills taken from Development Matters Grid
Application (app)	Recognise some religious symbols and words.	Show understanding of meanings in religious symbols and stories.	Make links between symbols/stories, and the beliefs or ideals that underlie them.	Show how religious beliefs, ideas and feelings can be expressed in a variety of forms. Giving meanings for some symbols, and messages of stories.	Compare the different ways in which communities and individuals express their faith. Give meaning for symbols, and morality of stories.	Explain how some forms of religious expression are used differently by individuals and communities. Show understanding of reasons why religion is expressed differently.	Develop their sense of responsibility and membership of a community. Increasingly follow rules and understand why they are important. Begin to make sense of their own life and family history.
Investigating (inv) Religious expression = the way faith is shown. Stories, song, prayer, symbols etc.	Identify what they find interesting and puzzling in life. Recognise symbols and other forms of religious expression.	Recognise that some questions about life are difficult to answer through debate. Ask questions about own and others' feelings and experiences. Identify possible meanings for symbols and other forms of	Investigate and connect features of religion and beliefs. Ask significant questions about religions and beliefs Describe and suggest meanings for symbols and other religious expressions.	Gather, select and organise ideas about religion and belief that help answer tough questions. Suggest answers to some questions raised by the above. Suggest meaning for a range of forms	Suggest lines of enquiry to answer questions raised by the study of religions and beliefs. Suggest answers to questions using relevant sources and evidence across religions Recognise and explain diversity	Identify the influences on and distinguish between different viewpoints within religions. Interpret religions from different perspectives. Interpret significance and impact of different forms	Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate them in different ways.

		religious expression.		of religious expression using appropriate vocab.	within religious expression using appropriate contexts.	of religious expression. - Positive/negative	<p>Outcome by end of Reception:</p> <p>To understand your own religious identity and that others can have different identities.</p>
Analysing/ Comparing (Comp/Ana)	<p>Recall features of religious and moral stories and other forms of expression</p> <p>Recognise and name features of religious life and practise</p>	<p>Retell religious and moral stories, identify some religious teachings</p> <p>Identify some religious practises and know that some are characteristics of more than one religion</p>	<p>Make links between beliefs stories and practices.</p> <p>Describe how some features of religions studied are used in festivals or practices.</p> <p>Show basic knowledge of ways of belonging to a faith.</p>	<p>Describe the impact of beliefs on individuals, groups and communities.</p> <p>Describe the key beliefs of religions studied connecting them with other features of the religion.</p> <p>Show understanding of the ways of belonging to the religions.</p>	<p>Explain connections between beliefs, values and practices in different belief systems (across religions using christianity as the basis)</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>Explain how selected features of religious life and practise make a difference to individuals and communities.</p>	<p>Make comparisons between key beliefs teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate vocab.</p> <p>Explain some of the challenges offered by the variety of religions in the contemporary world.</p> <p>Explain the reasons for and effects of diversity within and between religions. .</p>	
Reflecting (Refl)	Identify aspects of own experience and feelings in relation to the religious	Respond sensitively to the experiences and feelings of others including those with faith.	Compare aspects of their own experience and those of others, identifying what	Ask questions about the significant experiences of key figures from religions studied	Make informed reflections on experiences of religious figures and how this helps to shape	Explain how the lives of religious figures directly influence the teachings of a religion and	

	<p>materials studied.</p> <p>Identify things they may find interesting or puzzling in relation to religions materials studied.</p>	<p>Realise that some questions that cause people to wonder are difficult to answer.</p>	<p>influences their lives.</p> <p>Compare their own and other people's ideas about questions that are difficult to answer.</p>	<p>and suggest answers from own and others' experiences.</p> <p>Ask questions about puzzling aspects of life and suggest answers making reference to the teaching of religions studied.</p>	<p>religion and beliefs.</p> <p>Make informed responses to questions of identity, belonging and morality using christianity as a basis.</p>	<p>beliefs of individuals.</p> <p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related of Christianity and other faiths.</p>	
Empathising (Emp)	<p>Identify what is of value and concern to themselves in religious material studied.</p>	<p>Respond sensitivity of the values of others in relation to matters of right and wrong.</p>	<p>Make links between values and commitments including religious ones and their own attitudes and behaviour</p>	<p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>Make informs responses to people's values and commitments (including religious ones)</p>	<p>Make informed responses to people's values and commitments including religious ones.</p>	