



St Jude's CofE Primary School Religious Education - Knowledge and Skills Progression

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and teachings (AT1)	<p>Children can listen to and role play a religious story</p> <p>Demonstrate an understanding of what has been read to them by retelling religious stories and narratives</p>	<p>Recount elements of religious stories</p>	<p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary</p>	<p>Develop some religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions</p>	<p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions</p>	<p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary</p>	<p>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions</p>

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Religious practices and ways of life/lifestyles (AT1)	<p>Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what they have learned in class</p>	<p>Recognise religious objects, places, people and practices</p>	<p>Describe some religious objects/places/people and practices and begin to be aware of similarities in religions</p>	<p>Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences</p>	<p>Know the function of objects/places/people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles both within and between religions</p>	<p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions</p>	<p>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions</p>

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Ways of expressing meaning (AT1)	Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what they have learned in class	Recognise some religious symbols and use some religious vocabulary correctly	Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways	Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions	Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions	Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions	Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions

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Identity and belonging (human identity, personality and experience) (AT2)	Show an understanding of their own feelings and those of others	Express his/her own experiences and feelings, recognising what is important in his/her own life	Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning	Recognise what influences him/her in his/her life - identify the influence religion has on people's lives, including his/her own	Recognise what influences him/her in his/her life, and identify the influence religion has on lives, cultures and communities including his/her own	Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers	Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience

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Questions of meaning and purpose (AT2)	Participate in small group/ class/ one to one discussion to offer their own ideas using recently introduced vocabulary/ Make comments about what they have heard and ask questions to clarify their understanding	Recognise interesting/puzzling aspects of life	Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones	Identify ultimate questions and behaviour that there are no universally agreed answers to these	Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions	Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions	Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives

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Values and commitments (AT2)	Express their ideas and feelings about their experiences using full sentences	Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.	Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values	Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour	Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour	Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings	Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues