

## Progression of Skills in RE

EYFS		KS1	KS2	
Nursery	Reception	Y1 & Y2	Lower Key Stage 2 (Y3 & Y4)	Upper Key Stage 2 (Y5 & Y6)
<ul style="list-style-type: none"> <li>To show interest in the lives of the people who are familiar to them.</li> <li>To recognise and identify similarities and differences between people.</li> <li>Show an interest in different occupations and ways of life.</li> <li>To remember and talk about significant events in their own experience.</li> <li>To describe special times and events for family and friends.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Show care and concern for living things and the environment.</li> <li>Begin to understand and know some of the things that make them unique.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to discuss traditions and family customs that they celebrate eg Christmas, Easter.</li> <li>To recognise that people have different beliefs and celebrate special times in different ways.</li> <li>To discuss past and present events in their own lives as well as family members</li> <li>To know some similarities and differences between different religious and cultural communities in this country.</li> <li>Explain some similarities and differences between culture and life in this country and culture and life in other countries.</li> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are beginning to ask good questions about their own and others' experiences.</li> <li>Pupils can retell religious stories.</li> <li>Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</li> <li>Pupils are recognising their own values and the values of others.</li> <li>Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.</li> <li>Pupils can identify different ways in which religion is expressed noticing similarities in religion.</li> <li>Pupils can use religious words to identify features of religious life and practice suggestion meanings for actions and symbols.</li> <li>Pupils are recognising their own values and the values of others.</li> <li>Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask important and relevant questions about religion and belief.</li> <li>Pupils are beginning to identify the impact of religion on believers' lives.</li> <li>Pupils can describe forms of religious expression.</li> <li>Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.</li> <li>Pupils can use religious words to identify features of religious life and practice suggestion meanings for actions and symbols.</li> <li>Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.</li> <li>Pupils can make links between sacred stories/texts and beliefs.</li> <li>Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</li> <li>Pupils ask ultimate questions and can express their own and others' views.</li> <li>Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.</li> <li>Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.</li> <li>Pupils can describe the impact of religion on people's lives.</li> <li>Pupils can recognise similarities and differences within and between religions ad make links between them.</li> <li>Pupils can suggest possible reasons for distinctive beliefs within and between religions.</li> <li>Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.</li> <li>Pupils can explain how religious texts are used to answer the big questions in life.</li> <li>Pupils can describe why people belong to religions and the challenges they face.</li> </ul>