


## Progression of Skills, Knowledge and Vocabulary for ....

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Objectives	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)
Skills	<p><b>Investigation</b> – this includes: asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p>b) <b>Interpretation</b> – this includes: the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts <b>(in the context of the religions taught)</b></p>	<p><b>Investigation</b> – this includes: asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p>b) <b>Interpretation</b> – this includes: the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts <b>(in the context of the religions taught)</b></p>	<p><b>Reflection</b> – this includes: the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</p> <p>d) <b>Empathy</b> – this includes: developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.<b>(in the context of the religions taught)</b></p>	<p><b>Reflection</b> – this includes: the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</p> <p>d) <b>Empathy</b> – this includes: developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view. <b>(in the context of the religions taught)</b></p>	<p><b>Evaluation</b> – this includes: the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p> <p>f) <b>Analysis</b> – this includes: distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p>	<p><b>Evaluation</b> – this includes: the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p> <p>f) <b>Analysis</b> – this includes: distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p>	<p><b>Synthesis</b> – this includes: linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole.</p> <p>h) <b>Application</b> – this includes: making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.</p>	<p><b>Expression</b> – this includes: the ability to articulate ideas, beliefs and values; the ability to respond to religious ideas, beliefs and questions through a variety of media.</p> <p>j) <b>Self-understanding</b> – this includes: the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.</p>

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<p>Knowledge</p>	<p>Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities</p>	<p>Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews</p>	<p>Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning</p> <p>(in the context of the religions taught)</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>(in the context of the religions taught)</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas</p> <p>(in the context of the religions taught)</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>(in the context of the religions taught)</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>(in the context of the religions taught)</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences</p> <p>(in the context of the religions taught)</p>
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Vocabulary	See the vocabulary section on the RE guidance plan for specific topics taught.(in Shared)	See the vocabulary section on the RE guidance plan for specific topics taught.(in Shared)	See the vocabulary section on the RE guidance plan for specific topics taught.(in Shared)	See the vocabulary section on the RE guidance plan for specific topics taught.(in Shared)	See the vocabulary section on the RE guidance plan for specific topics taught.(in Shared)	See the vocabulary section on the RE guidance plan for specific topics taught.(in Shared)	See the vocabulary section on the RE guidance plan for specific topics taught.(in Shared)	See the vocabulary section on the RE guidance plan for specific topics taught.(in Shared)

**NOTE:** These RE skills are progressive and should be taught in the context of each year group's RE topics. In addition to the skills allocated to each year group, social skills including empathy, critical awareness and reflections should also be taught in every RE lesson and should be linked to Kender and British values.

The Knowledge section is what the children should know at the end of each key stage .i.e at the end of KS1 and 2 etc.