

 <b>RE Skills Progression</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Learning about religion (SACRE Attainment Target 1)</b>							
<b>Beliefs and Teachings</b>	Talk about members of their immediate family and community.  Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community.	Recount religious stories.	Describe some religious ideas from stories and some basic religious beliefs and teachings using some religious vocabulary.	Confidently describe some religious ideas from stories and some basic religious beliefs and teachings using some religious vocabulary.	Develop religious vocabulary to describe some of the key features of religions. Know some key religious beliefs, ideas and teachings.	Using religious vocabulary, describe key features of religions, including beliefs, teachings and their meanings.	Using <b>appropriate</b> religious vocabulary, identify and describe key features of religions, including beliefs, teachings and their meanings. Begin to explain some basic similarities and differences in beliefs and teachings between religions/worldviews.
<b>Practices and Lifestyles</b>		Recognise religious objects, places, people and practices.	Describe some religious objects, places, people and practices.	Describe some religious objects, places, people and practices and begin to know their function.	Know the function of objects, places and people within religious practices and lifestyles.	Identify and describe religious practices and their meanings.	Explain the link between beliefs, ideas, practices and behaviour.
<b>Expressing Meaning</b>		Recognise some religious symbols and use some religious words correctly.	Suggest meanings for some religious actions and symbols.	Identify meanings for religious actions and symbols.	Begin to identify the impact religion has on believers' lives.	Identify the impact religion has on believers' lives and suggest why this might vary from person to person.	Begin to make links between religions and identify some basic similarities and differences.
<b>Learning from religion (SACRE Attainment Target 2)</b>							
<b>Identity and Experience</b>	Develop their sense of responsibility and membership of a community  Develop positive attitudes about the differences between people.  See themselves as a valuable individual.  Think about the perspectives of others.	Say what is important in their own lives and link this to learning in RE.	Describe experiences and feelings they share with others, including characters in stories with religious meaning.	Begin to identify what influences them, making links to their own experiences.	Identify what influences them, making links between aspects of their own and others' experiences.	Begin to ask questions and suggest answers about significant experiences of others, including religious believers.	Ask questions and suggest own answers about the significant experiences of other others, including religious believers.
<b>Meaning and Purpose</b>		Recognise interesting and puzzling aspects of life.	Ask questions about puzzling aspects of life and experiences and suggest answers, including religious ones.	Begin to identify questions to which there are no universally agreed answers (ultimate questions).	Identify questions to which there are no universally agreed answers (ultimate questions).	Begin to suggest answers to a range of ultimate questions.	Raise and suggest answers to a range of ultimate questions.
<b>Values and Commitments</b>		Express their own values and concerns and know that life involves choices between right and wrong.	In relation to matters of right and wrong, recognise their own values and those of others.	Begin to recognise how moral values and religious beliefs can influence behaviour.	Recognise how moral values and religious beliefs can influence behaviour.	Ask questions about matters of right and wrong and suggest answers which show a developing understanding of moral and religious teachings.	Ask questions about matters of right and wrong and suggest answers which show an understanding of moral and religious teachings.  With support, explain and give reasons for their own and other people's views about ethical issues, including religious ideas.