



CARING, INSPIRING ACHIEVING

RE Subject Progression at Holtspur

Skills	Y1	Y2	Y3	Y4	Y5	Y6
Beliefs, teachings and sources	To <u>recognise</u> outlines of some religious stories (Creation story/Christmas story/Easter story etc) To <u>recognise</u> some features of religious, spiritual and moral stories and other forms of religious expression To <u>recognise</u> and name features of religions and beliefs	To <u>respond</u> to, retell and reflect on religious, spiritual and moral stories. Identify some religious beliefs and teachings (E.g. Good Samaritan, Easter story) To <u>respond</u> to and identify similarities and differences in features of religions and beliefs To <u>respond</u> and recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	To <u>compare and make links</u> between beliefs, stories and practices To <u>compare, make links</u> and identify the impacts of beliefs and practices on people's lives To <u>compare and make links</u> between the similarities and differences between religions and beliefs To <u>compare and make links</u> between religious beliefs and teachings and why they are important	To <u>describe</u> the impact of beliefs and practices on individuals, groups and communities To <u>describe</u> similarities and differences within and between religions and beliefs To <u>describe</u> the key beliefs and teachings of different religions, connecting them accurately with other features and making comparisons between them To <u>describe</u> and recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance	To <u>explain</u> and recognise the impact of beliefs on individuals To <u>explain</u> how and why differences in belief are expressed To <u>explain</u> how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities To <u>explain</u> and suggest lines of enquiry to address questions raised by the study of religions and beliefs	To <u>discuss, express and respond</u> so they can make comparisons between the key beliefs, teachings and practices of the Christian and Islamic faith To <u>discuss, express, respond</u> and interpret religions and beliefs from different perspectives To <u>discuss, express and respond</u> to religious and philosophical terminology and concepts to explain religions, beliefs and value systems To <u>discuss, express and respond</u> to facts about religions and explain differences in practice and interpretation within and between

						religions / belief systems
Practices and ways of life	To <u>recognise</u> features of religious life and practice and festivals (Christmas, Shabbat, Yom Kippur)	To <u>respond</u> to and identify religious practices and festivals and know that some are characteristic of more than one religion (Christmas, Eid)	To <u>compare and make links</u> between different features of religions, festivals and practices (Christmas, Diwali) To <u>compare and make links</u> when questions are asked about religions and beliefs	To <u>describe</u> the different features of religions, festivals and practices (Christmas, Teachings of Buddha) To <u>describe</u> and suggest answers to some questions raised by religions and beliefs	To <u>explain</u> how selected features of religious life and practice make a difference to the lives of individuals and communities To <u>explain</u> and show understanding of the ways of belonging to religions and what these involve as well as how they impact individuals	To <u>discuss, express and respond</u> in detail the significance of Christian and Islam practices to the lives of individuals and communities To <u>discuss, express and respond</u> to the challenges offered by religion and beliefs in the contemporary world
Forms of expressing meaning	To <u>recognise</u> some religious symbols and words To <u>recognise</u> how they feel when they listen to religious stories I can begin to <u>recognise</u> and / or express my own thoughts	To <u>respond</u> and suggest meanings to religious symbols, language and stories To <u>respond</u> to and identify how religion and belief is expressed in different ways To <u>respond</u> to others and ask questions about their own feelings and experiences To <u>respond</u> to and think through questions using some facts and am beginning to see there could be more than one answer.	To <u>compare, make links</u> and suggest meanings for religious symbols, language, expression and stories To <u>compare and make links</u> between different beliefs or ideas I can <u>compare and make links</u> between my own opinions and start to support them with rationale.	To <u>describe</u> meaning for symbols, stories and language To <u>describe</u> , using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms To <u>describe</u> and suggest meanings for a range of forms of religious expression, using appropriate vocabulary	To <u>explain</u> how some forms of religious expression are used differently by individuals and communities To <u>explain</u> and suggest answers to questions raised using sources and evidence To <u>explain</u> and apply my knowledge to the enquiry question and give an answer supported by one or more facts.	To <u>discuss, express and respond</u> to the different ways in which people in communities express their faith To <u>discuss, express and respond</u> to the significance and impact of different forms of religious and spiritual expression To <u>discuss, express and respond</u> to the different viewpoints within religions and beliefs To <u>discuss, express and respond</u> to evidence and

						different arguments / aspects relevant to religious questions and express my answer, supported with evidence / rationale.
Identity, diversity, belonging	To <u>recognise</u> aspects of their own experience and feelings To <u>recognise</u> empathy with regard to others religions	To <u>respond</u> sensitively to the experiences and feelings of others, including those with a faith To <u>respond</u> to and understand that religions can create a sense of belonging To talk about and <u>respond</u> what concepts like belonging, commitment, kindness, forgiveness mean to me in my world	To <u>compare and make links</u> between their own experiences and those of others, identifying what influences their lives I can begin to <u>compare and make links</u> about the concept / belief e.g. belonging and start to relate this to the people I am studying	To <u>describe</u> and ask questions about the significant experiences of key figures from different religions. Suggest answers from their own and others experiences, including those who belief and do not To <u>describe</u> and understand the special relationships that are formed surrounding religion To <u>describe</u> and show understanding of the ways of belonging to religions and what these involve	To <u>explain</u> their reasoning and response to questions of identify and experience To <u>explain</u> and recognise diversity within religious expression using appropriate concepts To <u>explain</u> and recognise how concepts / beliefs e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs	To <u>discuss, express and respond</u> about their own views with regards to questions on identify, meaning, purpose and mortality related to Christianity and Islam To <u>discuss, express and respond</u> to the reasons and effects of diversity within and between religions, beliefs and cultures To <u>discuss, express and respond</u> to my own thoughts etc having reflected on them in relation to other people's.
Meaning, purpose and truth	To <u>recognise</u> things that they find interesting or puzzling in the different materials they learn about	To <u>respond</u> and realise that some questions that cause people to wonder are difficult to answer	To <u>compare and make links</u> between their own and other people's ideas about questions that are difficult to answer	To <u>describe</u> and ask questions about puzzling aspects of life and experiences. Suggest answers, making reference to the religion they are studying	To <u>explain</u> and make informed responses to questions of meaning and purpose	To <u>discuss, express and respond</u> about others views with regards to questions on identify, meaning, purpose and mortality related to Christianity and Islam

Values and commitments	To <u>recognise</u> what is of value and concern to themselves in the different religious materials they learn about (Eg the world around them)	To <u>respond</u> sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To <u>compare and make links</u> between values and commitments regards to religions as well as between their own attitudes and behaviour	To <u>describe</u> and ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues To <u>describe</u> and comment on the connections between questions, beliefs, values and practices	To <u>explain</u> how they can make informed responses to peoples values and commitments To <u>explain</u> and make connections between questions, beliefs, values and practices in different belief systems	To <u>discuss, express and respond</u> to peoples values and commitments in light of their learning. They will use different techniques to reflect deeply.
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