



Tatsfield Primary School – RE Skills Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge and Understanding	<ul style="list-style-type: none"> • talk about their own times of celebration • be aware that festivals are special times for different people and describe how people celebrate some religious festivals 	<ul style="list-style-type: none"> • recognise and name features of religions and beliefs • recall features of religious, spiritual and moral stories and other forms of religious expression • recognise symbols and other forms of religious expression • identify similarities in features of religions and beliefs • retell religious, spiritual and moral stories • identify possible meanings for stories, symbols and other forms of religious expression • identify how religion and belief is expressed in different ways 	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • make links between beliefs, stories and practices • identify similarities and differences between religions and belief • describe and suggest meanings for symbols and other forms of expression • identify the impact of beliefs and practices on people's lives 	<ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion and belief • investigate and describe similarities and differences within and between religions and beliefs • comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate • suggest meanings for a range of forms of expression, using appropriate vocabulary • describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally

<p>Expressing Ideas, beliefs and insights</p>	<ul style="list-style-type: none"> • talk about their special places, books, objects and people, and be aware that other people have places, times, books, objects and people that are special to them • describe some features of a special place or a book or stories • talk about groups they belong to and be aware that other children belong to different groups • talk about a place, a special story or person belonging to a faith community • respond with increasing sensitivity and responsibility to the world around them • show a range of feelings in response to their experiences e.g. awe, wonder, sadness, joy etc. 	<ul style="list-style-type: none"> • express their own experiences and feelings • identify what is important to themselves and may be important to others • identify what they find interesting and puzzling in life • respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings • ask questions about their own and others' ideas, feelings and experiences • give a reason why something may be valued by themselves and others • recognise that some questions about life are difficult to answer 	<ul style="list-style-type: none"> • identify what influences and inspires them, and why • compare their own ideas and feelings about what pupils think is important • make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions • ask significant questions about religions and beliefs, comparing ideas as appropriate 	<ul style="list-style-type: none"> • investigate and describe how sources of inspiration and influence make a difference to themselves and others • apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions • suggest answers to some questions raised by the study of religions and beliefs
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