



RE Progression of Skills

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or world view.	Retell a narrative, story or important text form at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text.	Show an awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious world views.	Describe how events in history and society have influenced some religious and non-religious world views.	Explain how events in history and society have influenced some religious and non-religious world views.
How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs	Recognise that some beliefs connect together and begin to talk about these connections	Identify some links between beliefs being studied within a religion or world view. Show awareness of some of the similarities and differences between and within religions and world views.	Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views.	Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological differences between and within religions and world views.	Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and world views.
How beliefs shape the way that believers see the world and each other	Give an example of how _____ used beliefs to guide their daily lives.	Give examples of how _____ beliefs influence daily life.	Recognise the ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a _____ think about how they live their lives, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.



RE Progression of Skills

Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The nature of knowledge, meaning and existence	<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Talk about the questions a story or practise from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them , including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>
How and whether things make sense	<p>Give a simple reason using the word 'because' when talking about religion and belief.</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Give reasons for more than one points of view providing pieces of evidence to support these views.</p>	<p>Explain using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</p>
Issues of right and wrong, good and bad	<p>Using religious and belief stories, talk about how beliefs impact on how people behave.</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>



RE Progression of Skills

Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.	Recognise the names of different religions , religious beliefs and world views and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and world views.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the carrying use of the terms 'religions' and 'belief' by followers from within a religion or world view and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
The diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate the carrying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
The ways in which beliefs shape individual identity, and impact on communities and society and vice versa.	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on, and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on , influence and change individual lives, communities and society and how individuals, communities and society can also shape beliefs.