



Religious Education Whole School Skills Progression

Religious Education (Lancashire Agreed Syllabus) Expected standards					
Y6	RE skills	<ul style="list-style-type: none"> • analyse beliefs, teachings and values and how they are linked • explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • explain differing ideas about religious expression 	<ul style="list-style-type: none"> • consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • discuss how people change during the journey of life 	<ul style="list-style-type: none"> • raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • develop own views and ideas in response to learning • demonstrate increasing self-awareness in their own personal development
Y5	RE skills	<ul style="list-style-type: none"> • make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> • explain differing forms of expression and why these might be used • describe diversity of religious practices and lifestyle within the religious tradition • interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> • explain (with appropriate examples) where people might seek wisdom and guidance • consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> • discuss and debate the sources of guidance available to them • consider the value of differing sources of guidance
Y4	RE skills	<ul style="list-style-type: none"> • describe what a believer might learn from a religious teaching/story • make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> • describe the impact religion has on believers' lives • explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> • consider the range of beliefs, values and lifestyles that exist in society • discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> • reflect on their own personal sources of wisdom and authority
Y3	RE skills	<ul style="list-style-type: none"> • show awareness of similarities in religions • identify beliefs and values contained within a story/teaching 	<ul style="list-style-type: none"> • identify how religion is expressed in different ways 	<ul style="list-style-type: none"> • describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> • in relation to matters of right and wrong, recognise their own and others' values

		<ul style="list-style-type: none"> • identify the impact religion has on a believer 	<ul style="list-style-type: none"> • use religious terms to describe how people might express their beliefs 		<ul style="list-style-type: none"> • discuss own questions and responses related to the question 'who should we follow – and why?'
Y2	RE skills	<ul style="list-style-type: none"> • retell and suggest meanings for religious stories and/or beliefs • use some religious words and phrases when talking about beliefs and values 	<ul style="list-style-type: none"> • identify and describe how religion is expressed in different ways • suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> • identify things that influence a person's sense of identity and belonging 	<ul style="list-style-type: none"> • ask relevant questions • talk about their own identity and values
Y1	RE skills	<ul style="list-style-type: none"> • give an example of a key belief and/or a religious story • give an example of a core value or commitment 	<ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious traditions • talk about the way that religious beliefs might influence the way a person behaves 	<ul style="list-style-type: none"> • notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> • ask questions
EYFS	RE Skills	<p>Prime area: Communication and Language.</p> <ul style="list-style-type: none"> • Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews. • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts. • Share their ideas via conversation, story-telling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field. • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems. <p>Prime area: Personal, Social and Emotional Development.</p> <ul style="list-style-type: none"> • Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others. • Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story • Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably. • Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs. <p>Prime area: Physical Development.</p> <ul style="list-style-type: none"> • Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play. <p>Specific area: Literacy</p> <ul style="list-style-type: none"> • Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief. • Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together. • Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews. • Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others. <p>Specific area: Mathematics</p> <ul style="list-style-type: none"> • Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content • Look for patterns and relationships and spot connections, sorting and ordering objects simply 			

Understanding the World

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief.
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

	knowing about and understanding religions and worldviews		expressing and communicating ideas related to religions and worldviews	
Lancashire Field of enquiry	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning