

RE SKILLS ASSESSMENT PROGRESSION STATEMENTS

EYFS Early Learning Goals	Understanding the World: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
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STATEMENT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use appropriate vocabulary when describing and discussing beliefs, values, practices and ways of life within any religion.	Describe some of the main festivals, artefacts, places and practices using learnt vocabulary specific to the religion being studied.	Describe some of the teachings of different religions and name and explain the meaning of some religious symbols.	Describe religious buildings and explain how they are used, and identify religious artefacts and explain how and why they are used.	Refer to religious figures and holy books to explain answers and explain some of the religious practices of both clerics and individuals.	Explain some of the different ways that individuals show their beliefs and how these shape the lives of individuals and communities.	Explain their own response to the human experience of the concepts explored (common to all people and religious-specific) and describe some key concepts that are particular to the specific religions studied.
Make connections between the study of religion and belief and personal reflections on meaning and purpose.	Relate emotions to some of the experiences of religious figures studied and identify these in own experiences.	Identify the things that are important in their own lives and compare these to religious beliefs.	Identify and show an understanding that personal experiences and feelings influence attitudes and actions.	Describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life.	Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	Recognise and express feelings about their own identities and relate these to religious beliefs or teachings.
Discuss and evaluate values and beliefs.	Explain how actions affect others.	Show an understanding of the term 'morals' and identify that they have to make their own choices in life.	Describe how some of the values held by communities or individuals affect behaviour and actions.	Explain how beliefs about right and wrong affect people's behaviour and discuss and give opinions on stories involving moral dilemmas.	Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	Express their own values and remain respectful of those with different values and explain why different religious communities or individuals may have a different view of what is right and wrong.
Think critically , being able to ask significant and highly reflective questions about religion and participate in discussions about these.	Ask questions about different aspects of life.	Recognise issues raised after evaluating the human experience of concepts studied and explain how actions could affect others.	Discuss and give opinions on stories involving moral dilemmas, referring to beliefs about right and wrong.	Recognise, identify and describe some issues raised after evaluating the human experiences of key concepts and ask questions that have no universally agreed answers.	Compose and discuss questions that have no universally agreed answers, linked to the theme being studied and drawing on knowledge of different religious beliefs and practices.	Identify and describe the issues raised after evaluating the key concepts and their value to people living a religious life, comparing this with the lives of others.