



Read St John's CE R.E. Skills Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Investigate</p> <p>Questions/sources/evidence</p>	<ul style="list-style-type: none"> Asking simple questions about religion. 	<ul style="list-style-type: none"> ask increasingly simple questions about religion and what it means. 	<ul style="list-style-type: none"> ask increasingly deep and complex questions about religion and what it means to be human; 	<ul style="list-style-type: none"> ask increasingly deep and complex questions about religion and what it means to be human; use range of sources 	<ul style="list-style-type: none"> ask increasingly deep and complex questions about religion and what it means to be human; use a widening range of sources to pursue answers 	<ul style="list-style-type: none"> focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. 	<ul style="list-style-type: none"> evaluate a range of responses to the questions and issues raised.
<p>Express</p> <p>Explain/identify/respond</p>	<ul style="list-style-type: none"> Comment on religion and discuss their own faith and family life. 	<ul style="list-style-type: none"> explain what actions mean to believers 	<ul style="list-style-type: none"> explain what words and actions might mean to believers; 	<ul style="list-style-type: none"> articulate their own reactions and ideas about religious questions and practices; 	<ul style="list-style-type: none"> to begin to analyse aspects of religion that they find interesting 	<ul style="list-style-type: none"> clarify and analyse with growing confidence aspects of religion that they find valuable or interesting or negative; 	<ul style="list-style-type: none"> explain in words and other ways their own responses to matters of deep conviction.
<p>Interpret</p> <p>Draw meaning from symbolism/artefacts, music and works of art</p>	<ul style="list-style-type: none"> Explore religious symbols and make links to familiar stories and events. 	<ul style="list-style-type: none"> say what an object or a symbol means; 	<ul style="list-style-type: none"> to speak creatively about religious ideas. 	<ul style="list-style-type: none"> use figures of speech or metaphors to speak creatively about religious ideas; 	<ul style="list-style-type: none"> use figures of speech or metaphors to speak creatively about religious ideas; understand different points of views and opinions 	<ul style="list-style-type: none"> use figures of speech or metaphors to speak creatively about religious ideas; understand different ways in which religious and spiritual experience can be interpreted; 	<ul style="list-style-type: none"> understand different ways in which religious and spiritual experience can be interpreted; explain the role of interpretation in religion and life.
<p>Reflect</p> <p>Feelings/relationships/experiences and beliefs</p>	<ul style="list-style-type: none"> Talk about places of worship, experiences of religion and how these things make us feel. 	<ul style="list-style-type: none"> describe places and experiences and how they feel. 	<ul style="list-style-type: none"> identify some places and experiences that help them to think deeply 	<ul style="list-style-type: none"> describe how actions and atmospheres makes them feel 	<ul style="list-style-type: none"> experience the use of silence and thoughtfulness in religion and in their own lives 	<ul style="list-style-type: none"> experience the use of silence and thoughtfulness in religion and in their own lives. Give their own thoughts and opinions 	<ul style="list-style-type: none"> respond with insight to religious and spiritual issues.
<p>Empathise</p> <p>Thoughts/attitudes/beliefs and values of others</p>	<ul style="list-style-type: none"> To begin to understand the different attitudes and behaviours and how they link to religious teachings. 	<ul style="list-style-type: none"> to begin to see how others respond to their actions, words or behaviour 	<ul style="list-style-type: none"> see with sensitivity how others respond to their actions, words or behaviour 	<ul style="list-style-type: none"> connect their feelings, both positive and negative, with those of others, including 	<ul style="list-style-type: none"> imagine with growing awareness how they would feel in a different situation from their own; 	<ul style="list-style-type: none"> imagine with growing awareness how they would feel in a different situation from their own and regards to 	<ul style="list-style-type: none"> identify thoughtfully with other people from a range of communities and stances for life.

				those in religious stories and contexts;		others faiths and beliefs.	Including different faiths and beliefs.
<u>Apply</u> Association between religions and community life nationally and internationally.	<ul style="list-style-type: none"> To begin to look at other religions and make links to our own. 	<ul style="list-style-type: none"> To make simple connections between aspects of religions 	<ul style="list-style-type: none"> see links and simple connections between aspects of religions 	<ul style="list-style-type: none"> make subtle links between religious material and their own ideas 	<ul style="list-style-type: none"> make increasingly subtle and complex links between religious material and their own ideas; 	<ul style="list-style-type: none"> apply learning from one religious context to new contexts with growing awareness and clarity; 	<ul style="list-style-type: none"> apply their learning from different religious sources to the development of their own ideas.
<u>Discern</u> Explaining significant religious beliefs and developing insight	<ul style="list-style-type: none"> To discuss similarities and differences between ourselves and our peers, including the impact it has on our world. 	<ul style="list-style-type: none"> to begin to experience the awe and wonder of the natural world and of human relations 	<ul style="list-style-type: none"> experience the awe and wonder of the natural world and of human relations 	<ul style="list-style-type: none"> experience the awe and wonder of the natural world and be willing to develop ideas and questions. 	<ul style="list-style-type: none"> be willing to look beyond the surface at underlying ideas and questions; 	<ul style="list-style-type: none"> weigh up the value religious believers find in their faith with insight, relating it to their own experience; 	<ul style="list-style-type: none"> discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
<u>Analyse</u> Distinguishing between opinion, belief and fact.	<ul style="list-style-type: none"> Beginning to understand the differences between what a fact, an opinion or a belief. E.g, when discussion religion, asking questions to discover whether something is a fact or is a belief that people share without proof. 	<ul style="list-style-type: none"> to begin to explain religious aspects of life 	<ul style="list-style-type: none"> see what kinds of reasons are given to explain religious aspects of life 	<ul style="list-style-type: none"> join in discussion about issues arising from the study of religion 	<ul style="list-style-type: none"> use reasons, facts, opinions, examples, arguments and experience to justify or question a view of a religion 	<ul style="list-style-type: none"> use reasons, facts, opinions, examples, arguments and experience to justify or question a view of a religious issue 	<ul style="list-style-type: none"> analyse the religious views encountered with fairness, balance, empathy and critical rigour.
<u>Evaluate</u> Ability to debate issues of religious significance with reference to evidence and argument.	<ul style="list-style-type: none"> Using evidence from difference sources to state what is factual. Being able to appreciate and talk respectfully in a group to discuss whether they believe something to be true or not. 	<ul style="list-style-type: none"> talk about what makes people choose religion 	<ul style="list-style-type: none"> talk about what makes people choose religious ways of life and the reasons they give for these choices; 	<ul style="list-style-type: none"> describe how and why religious people show the importance of symbols, key figures, texts or stories; 	<ul style="list-style-type: none"> describe how and why religious people show the importance of symbols, key figures, texts or stories Begin to think about fairness 	<ul style="list-style-type: none"> weigh up with fairness and balance the value they see in a range of religious practices; 	<ul style="list-style-type: none"> evaluate skilfully some religious responses to moral issues and their own responses.