

## RE Progression of Skills

### EYFS

By the end of age phase, pupils will be able to:

<b>AT1:</b> <b>Knowledge and Understanding ('learning about')</b>	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs; make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>• Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>• Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories.</li> <li>• Listen, talk about and role play how people behave in the local, national and universal church community.</li> <li>• Listen and talk about key figures in the history of the People of God.</li> <li>• Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</li> </ul>
<b>AT2:</b> <b>Engagement and Response ('learning from')</b>	Specialist Vocabulary Meaning and Purpose Beliefs and Values	<ul style="list-style-type: none"> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> </ul>

- Give their attention to what others say and respond appropriately.
- Talk about their own and others' behaviour and its consequences.
- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy and share the same feelings and are sensitive to this.

By the end of age phase, pupils will be able to:

	KS1	LKS2	UKS2
<p><b>AT1: Knowledge and Understanding ('learning about')</b></p>	<p>Developing Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>• Recognise religious stories</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Recognise religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Recognise key people in the local, national and universal Church</li> <li>• Describe different roles of some people in the local, national and universal Church</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>• Describe some religious symbols and the steps involved in religious</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy: - a range of religious beliefs</li> <li>- the life and work of key figures in the history of the People of God</li> <li>- different roles of people in the local, national and universal Church</li> <li>- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>- those actions of believers which arise as a consequence of their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of: - a range of religious beliefs</li> <li>- the life and work of key figures in the history of the People of God</li> <li>- what it means to belong to a church community</li> <li>- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>- those actions of believers which arise as a consequence of their beliefs</li> </ul>

actions and worship, including the celebration of the Sacraments.

Making Links and Connections

Make links between:  
- beliefs and sources, giving reasons for beliefs  
- beliefs and worship, giving reasons for actions and symbols  
- beliefs and life, giving reasons for actions and choices

Show understanding of, by making links between: - beliefs and sources  
- beliefs and worship  
- beliefs and life

Religious and Specialist Vocabulary

- Use religious words and phrases

- Use a range of religious vocabulary

- Use religious vocabulary widely, accurately and appropriately

**AT2: Engagement and Response ('learning from')**

Meaning and Purpose

- Say what they wonder about
- Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer

- Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose

- Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose

Beliefs and Values

- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

- Make links to show how feelings and beliefs affect their behaviour and that of others

- Show understanding of how own and other's decisions are informed by beliefs and moral values

**AT3: Analysis  
and  
Evaluation**

Use of  
Sources as  
Evidence  
Construct  
Arguments  
Make  
Judgements  
Recognise  
Diversity

- Use a given source to support a point of view
- Express a point of view
- Express a preference

- Use sources to support a point of view
- Express a point of view and give reasons for it
- Arrive at judgements
- Recognise difference, comparing and contrasting different points of view.