



## Rattlesden C of E Primary Academy

Believe Embrace Shine Together 'I can do all things through Christ who strengthens me.' Philippians 4:13

### Progression of skills- Religious Education, taken from the Emmanuel Project

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Learning about Religion and Belief</b>	<b>a) beliefs, teachings and sources</b>	remember a faith story and talk about it	remember a faith story and know who it is special to	tell a faith story and say why it might be important to a believer	describe what a believer might learn from a religious story	describe what believers might learn from a religious story about God or life	make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures)	make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives
	<b>b) practices and ways of life</b>	use the right names for things that are special in a religion use the right religious words	use the right names for things that people might do in a religion	talk about some things different religious people do that are similar	describe some similar things religious people do e.g. pray, but that they do differently	describe some things religious people do as part of their faith that are the same and some that are different	describe practices and experiences which may be involved in belonging to different religious groups	describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary
	<b>c) forms of expression</b>	recognise some art, symbols and words used in religion, including the word 'God'	recognise and talk about religious art, symbols and words	say what some religious symbols stand for and what some religious art or music are about	use religious words to describe some of the different ways people show their beliefs	describe some of the different ways people show their beliefs using religious words, symbols or art	explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and

							suggest reasons for this	explain what they are trying to convey
<b>Learning from Religion and Belief</b>	<b>d) identity, diversity and belonging</b>	talk about things that happen to themselves	talk about things that happen to themselves, their friends or families	ask about what happens to others, including religious people, with respect for their feelings	recognise some of the things which influence themselves e.g. family, friends, faith	compare some of the things that influence them with those that influence other people, including religious believers	ask questions about groups people (choose to) belong to, and suggest answers which refer to people who have inspired and influenced themselves and others	ask questions about the diversity of groups people belong to, and suggest answers which refer to people's heritage, background, choices or beliefs
	<b>e) meaning, purpose and truth</b>	talk about things they find interesting or puzzling	talk about things they can learn in stories, including religious stories	talk about some things in stories, including religious stories, that make people ask questions	ask good ('big') questions about life and communicate some of their ideas for answers	ask important questions about life and compare ideas with those of other people, including religious believers	ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group	compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews
	<b>f) values and commitments</b>	talk about what is important to themselves	talk about what is important to themselves and to other people	talk about what is important to others including religious believers, with respect for their feelings	link things that are important to themselves with the way they think and behave	link things that are important to themselves, and others, with the way people think and behave (what they are committed to)	ask questions about moral decisions they and others make as a result of their values and commitments, including some based on religious beliefs	suggest what might happen as a result of different moral decisions, including those made with reference to religious and non-religious beliefs / values

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