



Progression In RE skills*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can remember something that happens in a faith story	I can remember a faith story and know who it is special to	I can tell a faith story and say why it might be important to a believer	I can describe what a believer might learn from a religious story / text	I can describe what believers might learn from a religious story about God or living	I can make links that show how the beliefs of religious groups come from particular sources or teachings	I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives
I can recognise something a person is doing because of their religion e.g. praying	I can use the right words to talk about something a person does in their religion	I can talk about something religious people do together as part of their worship in a religious building	I can describe some similar things religious people do as part of their faith / way of life	I can describe some things religious people do as part of their faith that are the same and some that are different	I can use the right religious words to describe practices and experiences involved in belonging to religious groups	I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations
I can recognise an object, picture or word that is important to a religious person	I can suggest why a particular artefact, text or picture is important to a religious person	I can say what a religious symbol stands for, or what some art, music or words are about for a believer	I can describe some ways people show their beliefs using religious words correctly	I can describe some different ways people show their beliefs using religious words, art or symbols	I can show how believers express their religious beliefs and feelings in different ways, and suggest why	I can express religious beliefs, ideas or feelings in the kind of style used by believers
I can talk about things that happen to me	I can talk about things that happen in my family, my class or my religion	I can ask respectfully about what happens in groups my friends or others belong to, including a faith group	I can recognise some of the things which influence me e.g. family, friends, faith	I can compare some things that influence me with those that influence other people, including religious believers	I can ask questions about groups people choose to belong to, or identify with, and include reference to people who inspire others to belong	I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of religious identity
I can talk about something interesting in a story or in the world around me	I can ask why a story is told, and what I learn from it, including a religious story	I can talk about the meaning in a story, including a religious story, and about any questions it raises	I can ask good questions about life and communicate some of my ideas for answers	I can ask important questions about life and compare ideas with those of other people, including people of faith	I can ask questions about the meaning and purpose of life, and suggest answers of my own and one a religious believer might give	I can compare my own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer
I can talk about what is important or special to me	I can talk about something which is important for me and why	I can talk about what is important to others, including religious believers, and ask respectfully about why	I can link things that are important to me with the way I think and behave	I can link things that I, and others, value, with the way we choose to think and behave	I can ask about moral decisions I, and others, make as a result of particular values or commitments, including some religious beliefs	I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature

* adapted from the Emmanuel project end of year outcomes