



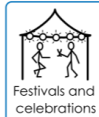











Rose Hill Primary School

Progression of Skills

Subject: **Religious Education\***

	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.

 <p>Key beliefs</p>  <p>Religious expression</p>	<p>I can talk about what is important or special to me.</p>	<p>I can talk about something which is important for me and why.</p>	<p>I can talk about what is important to others, including religious believers, and ask respectfully about why.</p>	<p>I can link things that are important to me with the way I think and behave.</p>	<p>I can link things that I, and others, value, with the way we choose to think and behave.</p>	<p>I can ask about moral decisions I, and others, make as a result of particular values or commitments, including some religious beliefs.</p>	<p>I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature.</p>
--	---	--	---	--	---	---	--

- Adapted from the Emmanuel Project end of year expectations.