

Progression of Skills

| Skill | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| Investigate/Enquire | Pupils are beginning to ask good questions about their own and others' experiences. | Pupils can ask important and relevant questions about religion and belief. | Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging. |
| Express | Pupils can retell religious stories. | Pupils are beginning to identify the impact of religion on believers' lives. | Pupils ask ultimate questions and can express their own and others' views. |
| Interpret | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can describe forms of religious expression. | Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. |
| Reflect | Pupils are recognising their own values and the values of others. | Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour. | Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them. |
| Empathise | Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling. | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can describe the impact of religion of people's lives. |
| Apply | Pupils can identify different ways in which religion is expressed noticing similarities in religion. | Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them. | Pupils can recognise similarities and differences within and between religions and make links between them. |
| Analyse | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can make links between sacred texts/stories and beliefs. | Pupils can suggest possible reasons for distinctive beliefs within and between religions. |
| Synthesise | Pupils can identify different ways in which religion is expressed noticing similarities in religion. | Pupils can make links between sacred texts/stories and beliefs. | Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. |
| Evaluate | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging. | Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face. |

