

## RE Skills Progression Map

| Skill                      | Key Stage 1  | Lower Key Stage 2   | Upper Key Stage 2  |
|----------------------------|--|---|--|
| <b>Investigate/Enquire</b> | 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.     |
| <b>Express</b>             | 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.   |
| <b>Interpret</b>           | 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.            |
| <b>Reflect</b>             | 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. |
| <b>Empathise</b>           | 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.  |

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|-------------------|---|--|---|
| <b>Apply</b>      | 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.   |
| <b>Analyse</b>    | 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.   |
| <b>Synthesise</b> | 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.   |
| <b>Evaluate</b>   | 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. |

