

Progression of Skills RE

Skill	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<u>Investigate/Enquire</u> - Asking relevant questions. - knowing how to use different types of sources as a way of gathering information. - knowing what may constitute evidence for understanding religions.	Pupils are beginning to ask food 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.
<u>Express</u> - the ability to explain concepts, rituals and practices. - the ability to identify and articulate matters of deep conviction and concern. - the ability to respond to religious issues through a variety of media.	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.
<u>Interpret</u> - the ability to draw meaning from artefacts, music, works of art, poetry and symbolism. - the ability to suggest meanings of religious texts.	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.
<u>Reflect</u> - the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices. - the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.	Pupils are recognizing 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.
<u>Empathise</u> - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. - the ability to see the world through the eyes of others and to see issues from their point of view.	Pupils can 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.

<u>Apply</u> - making the association between religions and individual community, national and international life. - identifying key religious values and their interplay with secular ones.	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.
<u>Analyse</u> - distinguishing between opinion, belief and fact. - distinguishing between the features of different religions.	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.
<u>Synthesise</u> - linking significant features of religion together in coherent ways. - trying to connect different aspects of life into a meaningful whole.	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.
<u>Evaluate</u> - the ability to debate issues of religious significance with reference to evidence and argument. - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.	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.