



## Badbury Park Primary School RE Skill Progression

Year 1	<b>Investigating</b>	<b>Reflecting</b>	<b>Expressing</b>	<b>Interpreting</b>	<b>Empathising</b>
	-Ask relevant questions -Know how to use different types of sources as ways of gathering information -Know what may constitute evidence for understanding religion(s).	-Reflect on religious beliefs and practices and ultimate questions -Reflect upon feelings, relationships, and experiences -Think and speak carefully about religious and spiritual topics.	-Explain concepts, rituals and practices -Identify and articulate matters of deep conviction and concern, and respond to religious issues through a variety of media.	-Draw meaning from, for example artefacts, works of art, poetry and symbols -Suggest meanings of religious texts.	-Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others -Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow -See the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Year 2	<b>Investigating</b>	<b>Reflecting</b>	<b>Expressing</b>	<b>Interpreting</b>	<b>Empathising</b>
	-Ask relevant questions -Know how to use different types of sources as ways of gathering information -Know what may constitute evidence for understanding religion(s).	-Reflect on religious beliefs and practices and ultimate questions -Reflect upon feelings, relationships, and experiences -Think and speak carefully about religious and spiritual topics.	-Explain concepts, rituals and practices -Identify and articulate matters of deep conviction and concern, and respond to religious issues through a variety of media.	-Draw meaning from, for example artefacts, works of art, poetry and symbols -Suggest meanings of religious texts.	-Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others -Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow -See the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Year 3	<b>Investigating</b>	<b>Reflecting</b>	<b>Expressing</b>	<b>Interpreting</b>	<b>Empathising</b>
	-Ask relevant questions -Know how to use different types of sources as ways of gathering information	-Reflect on religious beliefs and practices and ultimate questions -Reflect upon feelings, relationships, and experiences	-Explain concepts, rituals and practices -Identify and articulate matters of deep conviction and concern, and respond to	-Draw meaning from, for example artefacts, works of art, poetry and symbols -Suggest meanings of religious texts.	-Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others -Develop the power of imagination to identify



	-Know what may constitute evidence for understanding religion(s).	-Think and speak carefully about religious and spiritual topics.	religious issues through a variety of media.					feelings such as love, wonder, forgiveness and sorrow -See the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.		
Year 4	<b>Investigating</b>	<b>Reflecting</b>	<b>Expressing</b>	<b>Interpreting</b>	<b>Empathising</b>	<b>Applying</b>	<b>Discerning</b>	<b>Analysing</b>	<b>Synthesising</b>	<b>Evaluating</b>
	-Ask relevant questions -Know how to use different types of sources as ways of gathering information -Know what may constitute evidence for understanding religion(s).	-Reflect on religious beliefs and practices and ultimate questions -Reflect upon feelings, relationships, and experiences -Think and speak carefully about religious and spiritual topics.	-Explain concepts, rituals and practices -Identify and articulate matters of deep conviction and concern, and respond to religious issues through a variety of media.	-Draw meaning from, for example artefacts, works of art, poetry and symbols -Suggest meanings of religious texts.	-Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others -Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow -See the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs	-Use RE learning in new situations -Make the association between religions and individual community, national and international life -Identify key religious values and their connections with secular values.	-Develop insight into personal experience and religion -Explore the positive and negative aspects of religious and secular beliefs and ways of life -Make thoughtful judgements about the personal value of religious beliefs and practices.	-Distinguish between opinion, belief and fact -Distinguish between the features of different religions -Recognise similarities and distinctiveness of religious ways of life.	-Link significant features of religion together in a coherent pattern -Connect different aspects of life into a meaningful whole -Make links between religion and human experience, including	-Debate issues of religious significance with reference to experience, evidence and argument -Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience -Draw conclusions which are balanced, and related to evidence, dialogue and experience.



					and practices.					
Year 5	<b>Investigating</b>	<b>Reflecting</b>	<b>Expressing</b>	<b>Interpreting</b>	<b>Empathising</b>	<b>Applying</b>	<b>Discerning</b>	<b>Analysing</b>	<b>Synthesising</b>	<b>Evaluating</b>
	-Ask relevant questions -Know how to use different types of sources as ways of gathering information -Know what may constitute evidence for understanding religion(s).	-Reflect on religious beliefs and practices and ultimate questions -Reflect upon feelings, relationships, and experiences -Think and speak carefully about religious and spiritual topics.	-Explain concepts, rituals and practices -Identify and articulate matters of deep conviction and concern, and respond to religious issues through a variety of media.	-Draw meaning from, for example artefacts, works of art, poetry and symbols -Suggest meanings of religious texts.	-Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others -Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow -See the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.	-Use RE learning in new situations -Make the association between religions and individual community, national and international life -Identify key religious values and their connections with secular values.	-Develop insight into personal experience and religion -Explore the positive and negative aspects of religious and secular beliefs and ways of life -Make thoughtful judgements about the personal value of religious beliefs and practices.	-Distinguish between opinion, belief and fact -Distinguish between the features of different religions -Recognise similarities and distinctiveness of religious ways of life.	-Link significant features of religion together in a coherent pattern -Connect different aspects of life into a meaningful whole -Make links between religion and human experience, including	-Debate issues of religious significance with reference to experience, evidence and argument -Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience -Draw conclusions which are balanced, and related to evidence, dialogue and experience.
Year 6	<b>Investigating</b>	<b>Reflecting</b>	<b>Expressing</b>	<b>Interpreting</b>	<b>Empathising</b>	<b>Applying</b>	<b>Discerning</b>	<b>Analysing</b>	<b>Synthesising</b>	<b>Evaluating</b>
	-Ask relevant questions -Know how to use	-Reflect on religious beliefs and practices and	-Explain concepts, rituals and practices	-Draw meaning from, for example	-Consider the thoughts, feelings, experiences,	-Use RE learning in new situations	-Develop insight into personal	-Distinguish between opinion,	-Link significant features of religion	-Debate issues of religious significance



	<p>different types of sources as ways of gathering information</p> <p>-Know what may constitute evidence for understanding religion(s).</p>	<p>ultimate questions</p> <p>-Reflect upon feelings, relationships, and experiences</p> <p>-Think and speak carefully about religious and spiritual topics.</p>	<p>-Identify and articulate matters of deep conviction and concern, and respond to religious issues through a variety of media.</p>	<p>artefacts, works of art, poetry and symbols</p> <p>-Suggest meanings of religious texts.</p>	<p>attitudes, beliefs and values of others</p> <p>-Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</p> <p>-See the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.</p>	<p>-Make the association between religions and individual community, national and international life</p> <p>-Identify key religious values and their connections with secular values.</p>	<p>experience and religion</p> <p>-Explore the positive and negative aspects of religious and secular beliefs and ways of life</p> <p>-Make thoughtful judgements about the personal value of religious beliefs and practices.</p>	<p>belief and fact</p> <p>-Distinguish between the features of different religions</p> <p>-Recognise similarities and distinctiveness of religious ways of life.</p>	<p>together in a coherent pattern</p> <p>-Connect different aspects of life into a meaningful whole</p> <p>-Make links between religion and human experience, including</p>	<p>with reference to experience, evidence and argument</p> <p>-Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> <p>-Draw conclusions which are balanced, and related to evidence, dialogue and experience.</p>
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