



## RE Progression of Skills-from The Emmanuel Project

Units are taught on a two year cycle (see LTP). There are six strands that progress throughout the years.

	Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			KS1		LKS2		UKS2	
<b>Learning about Religion and Belief</b>	Strand a) beliefs, teachings and sources	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 or 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 teachings and sources.	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.
	Strand b) practices and ways of life	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 some things that 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 or different.	I can use the right religious words to describe practices and experiences involved in belonging to different religious groups.	I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations.
	Strand c) forms of expression	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 some religious symbols stand for and what some art, words or music are about for a believer.	I can use religious words correctly to describe some of the different ways people show their beliefs.	I can describe some of the ways different people show their beliefs using religious words, symbols or art.	I can show how believers have expressed their religious beliefs and feelings in different ways and suggest why.	I can express religious beliefs, ideas or feelings using a similar style and words used by believers and explain what I am trying to convey.

<b>Learning from Religion and Belief</b>	<b>Strand d) identity and belonging</b>	I can talk about things that happen to me.	I can talk about things that happen in my family, class or 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 of the 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 questions about the diverse groups people may belong to in society, as a result of heritage, choices or beliefs, and the challenges a particular religious identity may have.
	<b>Strand e) meaning, purpose and truth</b>	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 question 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 an answer of my own as well as one a religious believer may 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.
	<b>Strand f) values and commitments</b>	I can talk about what is important or special to me	I can talk about something which is important to me, and why.	I can talk about what is important to others, including religious believers, and ask respectfully about why.	I can link things that are important to me with the way I think and behave.	I can link things that I, and others value, with the way we choose to behave and think.	I can ask about moral decision I, and others, make as a result of particular values and commitments, including some religious beliefs.	I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature.