

## KS2 Skills Progression in Religious Education at CPET, 2022 – 23

	Year 3	Year 4	Year 5	Year 6
Interrogating stories and texts	Begin to compare stories and texts looking for similarities.	Compare stories or texts looking for similarities.	Compare stories and texts in depth, looking for similarities and differences.	Suggest or infer meanings for religious texts.
Investigating symbolism	Link symbols to ideas.	Suggest meanings for symbols.	Recognise symbolism in art, music, artefacts or writings.	Recognise the uses of symbolism and that uses can be both positive and negative.
Finding links, making connections and comparisons	Connect ideas and stories to morals or rules for living e.g. stories linked to how this relates to right and wrong.	Compare religious ideas, for example on ethical questions or creation stories.  Link behaviour to what people see as important.	Make connections and comparisons between and within religions and faiths.  Link religious ideas, stories, meanings etc. to peoples' ways of life and beliefs.	Identify themes.  Explain, in some depth, how religious ideas, stories, meanings etc. link to peoples' ways of life and beliefs and vice versa.
Finding similarities and differences	Ask how, why, who, what, where questions to explore similarities and differences.	Suggest reasons for similarities in religions and faiths.	Explore the differences between and within religions or faiths.	Recognise the consequences of the similarities and differences between and within religions or faiths.
Questioning skills	Ask important or significant questions.	Ask philosophical questions and debate the answers.	Use religious sources to answer questions.	Use evidence, quoted or inferred, from multiple religious sources to answer questions.
Research skills	Investigate features of faith or religion that they find interesting or puzzling.  Gather information for research with help, using the skills of skimming and scanning.	Gather, select and organise ideas when researching.	Suggest lines of enquiry raised by their study.  Present their research to an audience.	Develop their skills for independent research – self direction, resilience etc.  Answer questions about their research from an audience.

Ethics and relevance	Recognise that belief in a faith can link to concerns for others or the world.	Discuss the importance of faith in peoples' concern for others or the world.	Apply their own and others' responses to ethical questions, e.g. ideas about what is right and wrong and what is just and fair.	Compare responses to ethical questions, e.g. ideas about what is right and wrong or what is just and fair, and express their own ideas clearly in response.  Explain some of the challenges offered by religion.
Expressing their own ideas, and values and those of others	Begin to explain their ideas.  Begin to give their own views.  Respond to the views and ideas of others.  Rank ideas and values by their importance to others.	Explain their ideas in some depth.  Explain their own views.  Make connections between their ideas and the ideas of others.	Express their own views clearly, giving reasons.  Compare the views and ideas of people from different faiths or religions.  Recognise the consequences of what others see as important.	Use evidence to back up their views and arguments.  Interpret ideas from different perspectives.  Distinguish between opinion, belief and fact.
Empathy and respect	Use respectful language.  Reflect on the feelings, relationships and experiences of others	Develop their empathy with people of alternative faith or none, putting themselves in 'other's shoes'.	Explain why it is important to learn about and show respect to others' faith and beliefs.	Explain how a belief in faith or religion might help a person in times of trouble.

KS1 Skills Progression in Religious Education at CPET, 2022 - 23

	EYFS	Year 1	Year 2	Year 3 for reference
Interrogating stories	Listen to and talk about religious stories.	Respond to stories with morals, including religious stories.  Order a religious story.	Retell a religious story.	Begin to compare stories and texts looking for similarities.
Investigating symbolism	Begin to notice religious symbols.	Begin to recognise symbols.	Recognise some religious symbols.	Link symbols to ideas.
Finding links, making connections and comparisons	Notice familiar things in a religious context – families, cooking, libraries, celebration etc.	Make links to familiar things they know.	Begin to find links between stories, beliefs, actions, symbols or meanings.	Connect ideas and stories to morals or rules for living e.g. stories linked to how this relates to right and wrong.
Finding similarities and differences	Celebrate differences within the class.	Begin to recognise similarities.	Find similarities.	Ask how, why, who, what, where questions to explore similarities and differences.
Questioning and Research skills	Use imagination and curiosity to explore religious ideas	Respond to questions about faith and religion.  Begin to ask questions about faith and religion.  Understand there may be more than one correct answer, or no correct answer.	Ask relevant questions.  Identify what they find interesting or puzzling.  Happy for there to be no correct answer.	Ask important or significant questions.  Investigate features of faith or religion that they find interesting or puzzling.  Gather information for research with help, using the skills of skimming and scanning.

<p>Expressing their own values and ideas and those of others</p>	<p>Reflect on their own feelings and experiences, either verbally or through drawing or writing.</p>	<p>Reflect on their own feelings, relationships and experiences.</p> <p>Express their own ideas creatively, in many different ways, to show their learning.</p>	<p>Be aware of the views and ideas of others.</p> <p>Express their own ideas creatively, including in writing.</p> <p>Rank simple ideas by importance to themselves.</p>	<p>Begin to explain their ideas.</p> <p>Begin to give their own views.</p> <p>Respond to the views and ideas of others.</p> <p>Rank ideas and values by their importance to others.</p>
<p>Empathy and respect</p>	<p>Take care of religious items – books and artefacts – when handling them.</p> <p>Say what ‘their favourite’ is. Recognise it can be different for different people.</p> <p>Develop an appreciation and a sense of wonder and awe at the world in which we live.</p>	<p>Show respect to others, considering their feelings.</p> <p>Identify feelings such as love, sorrow, wonder and forgiveness.</p>	<p>Recognise the need to be respectful of other’s beliefs.</p> <p>Begin to reflect on the feelings, relationships and experiences of others.</p>	<p>Use respectful language.</p> <p>Reflect on the feelings, relationships and experiences of others</p>