

## High Hesket CE Primary School Progression of skills in

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning about religions	Can use religious words and phrases to identify some features of religion and its importance to some people. Can recall religious stories and recognise verbal and visual forms of religious expression. Can name features of religious life and practices Can recall some religious stories. Little understanding of religious words and phrases.	Are developing a religious vocabulary to identify some features of religion and its importance to some people. Can recall religious stories and recognise verbal and visual forms of religious expression. They are beginning to make links between beliefs and sources. Can name features of religious life and practices Can recall some religious stories. Little understanding of religious words and phrases.	All of below and they can describe some forms of religious expression. Can recall religious stories and recognise verbal and visual forms of religious expression. They are beginning to make links between beliefs and sources. They begin to identify the impact religion has on believers lives. Can recall religious stories and recognise verbal and visual forms of religious expression. They are beginning to	All of below and they can describe forms of religious expression. Can recall religious stories and recognise verbal and visual forms of religious expression. They are beginning to make links between beliefs and sources. They begin to identify the impact religion has on believers lives. Can recall religious stories and recognise verbal and visual forms of religious expression. They are beginning to make links between beliefs and sources.	As below and able to make links between them, and describe some similarities and differences both within and between religions. They can describe the impact of religion on people's lives. As below and able to make links between them, and describe some similarities and differences both within and between religions. Can use religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas,	They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. As below and able to make links between them, and describe some similarities and differences both within and between religions. Can use religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas,

			make links between	Can recall religious	feelings and	feelings and
			beliefs and sources.	stories and	experiences.	experiences.
				recognise verbal		experiences.
			Can recall religious	and visual forms of	Can use developing	Can use developing
			stories and	religious	religious vocabulary	religious vocabulary
			recognise verbal	expression. They	to describe and	to describe and
			and visual forms of	are beginning to	show understanding	show understanding
			religious	make links between	of sources,	of sources,
			expression. They	beliefs and sources.	practices, beliefs,	practices, beliefs,
			are beginning to		ideas, feelings and	ideas, feelings and
			make links between	Makes little sense of	experiences.	experiences.
			beliefs and sources.	religious stories and		
				recognise verbal	Makes little sense of	Makes little sense of
			Makes little sense of	and visual forms of	religious vocabulary	religious vocabulary
			religious stories and	religious expression.	to describe and show understanding	to describe and show understanding
			recognise verbal and visual forms of	expression.	of sources,	of sources,
			religious		practices, beliefs,	practices, beliefs,
			expression.		ideas, feelings and	ideas, feelings and
					experiences.	experiences.
Learning from	Can talk about their	Can talk about their	Pupils can make	Pupils can make	Pupils can apply	Pupils can apply
religions	own experiences	own experiences	links between	links between	their ideas to their	their ideas to their
	and feelings about	and feelings about	values and	values and	own and other	own and other
	religion and belief	religion and belief	commitments, and	commitments, and	people's lives. They	people's lives. They
	as well as what they	as well as what they	their own attitudes	their own attitudes	can describe what	can describe what
	find interesting or	find interesting or	and behaviour.	and behaviour.	inspires and	inspires and
	puzzling about	puzzling about	Durille and identify	Durite can identify	influences	influences
	them. To also talk	them. To also talk	Pupils can identify	Pupils can identify	themselves and	themselves and
	about what is of	about what is of	what influences	what influences	others.	others. They can
	value to themselves	value to themselves	them, making links	them, making links	Dualla ann anns bu	express their views
	and to others.	and to others.	between aspects of	between aspects of	Pupils can apply	and challenges of
			their own and	their own and	their ideas to their	belonging to a
	Can talk about their	Can talk about their	others' responses.	others' responses.	own and other	religion.
	own experiences	own experiences			people's lives.	
	and feelings about	and feelings about				

	religion and belief	religion and belief	Pupils are beginning	Pupils are beginning	Pupils are beginning	Pupils can apply
	as well as what they	as well as what they	to identify what	to identify what	to identify what	their ideas to their
	find interesting or	find interesting or	influences them,	influences them,	influences them,	own and other
	puzzling about	puzzling about	making links	making links	making links	people's lives. They
	them.	them.	between aspects of	between aspects of	between aspects of	can describe what
			their own and	their own and	their own and	inspires and
	Can talk about their	Can talk about their	others' responses.	others' responses.	others' responses.	influences
	own experiences	own experiences				themselves and
	and feelings about	and feelings about	Little understanding	Little understanding	Little understanding	others.
	religion and beliefs.	religion and beliefs.	of their own	of their own	of their own	
			experiences and feelings about	experiences and feelings about	experiences and feelings about	Pupils are beginning
	Little understanding of their own	Little understanding of their own	religion.	religion.	religion	to identify what
	experiences and	experiences and	longioni	longioni	longion	influences them,
	feelings about	feelings about				making links
	religion.	religion.				between aspects of
						their own and
						others' responses.
						Little understanding
						of their own
						experiences and
						feelings about
Our of the miner of and					Dunile raise and	religion.
Questioning and	They recognise that	They recognise that	Clear understanding	Clear understanding	Pupils raise and	Pupils raise and
expression of	some questions	some questions	of important	of important	suggest answers to	suggest answers to
beliefs	cause people to	cause people to	questions about	questions about	questions of identity,	questions of identity,
	wonder and are	wonder and are	religion and beliefs.	religion and beliefs.	belonging, meaning,	belonging, meaning,
	difficult to answer.	difficult to answer.	They are able to	They are able to	purpose, truth,	purpose, truth,
	Can respond	Can respond	make links between	apply their ideas to	values and	values and
	sensitively to	sensitively to	their own and	their own and other	commitments.	commitments.
	questions about	questions about	others' responses.	people's lives.	Pupils are beginning	Pupils are beginning
	their own and	their own and	Some	They are beginning	to raise and suggest	to raise and suggest
	others' experiences		understanding of	to describe what	answers to	answers to
	•	others' experiences	Ŭ	influences		
	and feelings about	and feelings about	important questions	innuences	questions of identity,	questions of identity,

religions and beliefs.	religions and beliefs.	about religion and beliefs. Beginning to	themselves and others.	belonging, meaning, purpose, truth,	belonging, meaning, purpose, truth,
Little ability to respond sensitively to questions about their own beliefs.	Little ability to respond sensitively to questions about their own beliefs.	make links between their own and others' responses. Little understanding of important questions about religion and beliefs.	Some understanding of important questions about religion and beliefs. Beginning to make links between their own and others' responses. Little understanding of important questions about religion and beliefs.	values and commitments. Little understanding of important questions about religion and beliefs.	values and commitments. Little understanding of important questions about religion and beliefs.