



High Hesket CE Primary School
Progression of skills in

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning about religions	<p>Can use religious words and phrases to identify some features of religion and its importance to some people.</p> <p>Can recall religious stories and recognise verbal and visual forms of religious expression.</p> <p>Can name features of religious life and practices</p> <p>Can recall some religious stories. Little understanding of religious words and phrases.</p>	<p>Are developing a religious vocabulary to identify some features of religion and its importance to some people.</p> <p>Can recall religious stories and recognise verbal and visual forms of religious expression. They are beginning to make links between beliefs and sources.</p> <p>Can name features of religious life and practices</p> <p>Can recall some religious stories.</p> <p>Little understanding of religious words and phrases.</p>	<p>All of below and they can describe some forms of religious expression.</p> <p>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.</p> <p>Can recall religious stories and recognise verbal and visual forms of religious expression. They are beginning to</p>	<p>All of below and they can describe forms of religious expression.</p> <p>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.</p> <p>Can recall religious stories and recognise verbal and visual forms of religious expression. They are beginning to make links between beliefs and sources.</p>	<p>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.</p> <p>As below and able to make links between them, and describe some similarities and differences both within and between religions.</p> <p>Can use religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas,</p>	<p>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.</p> <p>As below and able to make links between them, and describe some similarities and differences both within and between religions.</p> <p>Can use religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas,</p>

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

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

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