

Childwall CE RE Progression of Skills Years EYFS – 6.

These skills are identified in the Questful RE curriculum: used in Church of England churches within the Diocese of Liverpool.

As pupils progress in developing these skills, they will be increasingly able to understand the characteristics of each religion, and the similarities and differences between religions. Some of these skills may not be taught in strict linear-fashion, but will be revisited as they fit particular topics.

Year group/skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate	<p>Begin to ask simple questions about religion and what it means to be human.</p> <p>Use some simple sources of information to find answers</p>	<p>Start to ask questions which may have more than one answer.</p> <p>Start to use more than one type of information to find answers</p>	<p>Begin to ask questions about religion and what it means to be human, which may not have an obvious answer</p> <p>Use a widening range of sources to pursue answers.</p>	<p>Continue to develop questions about religion and what it means to be human, which may not have an obvious answer</p> <p>use a widening range of sources to pursue answers</p>	<p>Begin to focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.</p> <p>use a widening range of sources to pursue answers</p>	<p>Continue to focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.</p> <p>use a widening range of sources to pursue answers</p>	<p>Evaluate a range of responses to the questions and issues raised.</p> <p>use a widening range of sources to pursue answers</p>
Express	<p>Begin to explain what words and</p>	<p>Continue to explain what</p>	<p>Begin to articulate their</p>	<p>Confidently articulate their</p>	<p>Begin to clarify and analyse with</p>	<p>Clarify and analyse with</p>	<p>Explain in words and other ways</p>

	actions might mean to believers	words and actions might mean to believers with increased complexity	own reactions and ideas about religious questions and practices. Begin to ask “big” questions of their own about faith and religion.	own reactions and ideas about religious questions and practices	growing confidence aspects of religion that they find valuable or interesting or negative. Develop the ability to ask “big” questions which might not have an immediately obvious answer.	growing confidence aspects of religion that they find valuable or interesting or negative Begin to ask questions linked to faith and religion which might not have an obvious answer Start to explain in words and other ways their own responses to matters of deep conviction	their own responses to matters of deep conviction Develop the ability to ask questions linked to faith and religion which might not have an obvious answer
Interpret	Begin to say what an object or a symbol means	say what an object or a symbol means	Develop the ability to say what an object or a symbol means	Start to use figures of speech or metaphors to speak creatively about religious ideas	Use figures of speech or metaphors to speak creatively about religious ideas	Understand different ways in which religious and spiritual experience can be interpreted	Explain the role of interpretation in religion and life
Reflect	identify some places at home	identify some places and	Describe, with increasing range	Begin to use the experience of	experience the use of silence	Begin to respond with insight to	Develop the ability to

	and in school what help them to think deeply	experiences that help them to think deeply	of language, how actions and atmospheres makes them feel	silence and thoughtfulness in religion and in their own lives	and thoughtfulness in religion and in their own lives	religious and spiritual issues	respond with insight to religious and spiritual issues
Empathise	Begin to see how others respond to their actions, words or behaviour	see with sensitivity how others respond to their actions, words or behaviour	connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts	Start to imagine with growing awareness how they would feel in a different situation from their own	imagine with growing awareness how they would feel in a different situation from their own	Start to identify thoughtfully with other people from a range of communities and stances for life	identify thoughtfully with other people from a range of communities and stances for life
Apply	Begin to see links and simple connections between aspects of religions eg. different religions have special (holy) books.	see links and simple connections between aspects of religions	begin to make increasingly subtle and complex links between religious material and their own ideas	make increasingly subtle and complex links between religious material and their own ideas	Begin to apply learning from one religious context to another with growing awareness and clarity.	apply learning from one religious context to new contexts with growing awareness and clarity	apply their learning from different religious sources to the development of their own ideas
Discern	Use “wow!” words to describe the awe and wonder in nature and in friendships	experience the awe and wonder of the natural world and of human relations	Begin to explore ideas beyond the surface by asking “I wonder...” type questions	be willing to look beyond the surface at underlying ideas and questions	begin to weigh up the value religious believers find in their faith with insight, relating it to their own	weigh up the value religious believers find in their faith with insight, relating it to their own	discern with clarity, respect and thoughtfulness the impact (positive and negative) of

					experience	experience	religious and secular ways of living
Analyse	Say a fact about a religious building or idea	Begin to distinguish between a fact and an opinion	Be able to distinguish between a fact and an opinion	Begin to join in discussion about issues arising from the study of religion	Join in discussion about issues arising from the study of religion	use reasons, facts, opinions, examples, arguments and experience to justify or question a view of a religious issue	analyse the religious views encountered with fairness, balance, empathy and critical rigour
Synthesise	Be introduced to words connected with different religious practices.	Begin to use general words (e.g. sacred book, festival) to describe a range of religious practices from different faiths	Use general words (e.g. sacred book, festival) to describe a range of religious practices from different faiths	Begin to make links between different aspects of one religion; or similar and contrasting aspects of two or more religions	make links between different aspects of one religion, or similar and contrasting aspects of two or more religions	Begin to explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.	Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
Evaluate	Begin to describe a choice they have made based on belief Eg "I go to church	talk about what makes people choose religious ways of life and the reasons they give for these choices	Begin to describe how and why religious people show the importance of symbols, key figures, texts or	describe how and why religious people show the importance of symbols, key figures, texts or	Begin to weigh up with fairness and balance the value they see in a range of religious	weigh up with fairness and balance the value they see in a range of religious	evaluate skilfully some religious responses to moral issues and their own responses

	on Sundays because..."		stories	stories	practices	practices	
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