Progression of Knowledge and Skills

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding (Learning about)	▪ Listen to and talk about religious stories and respond to what they hear with relevant comments. ▪ Use a variety of materials, tools and techniques to express religious stories. ▪ Represent their own ideas, thoughts and feelings about religious stories develop their own narratives and explanations of religious stories by connecting ideas and events to the scripture source used.	▪ Recognise religious stories. ▪ Recognise religious beliefs. ▪ Recognise that people act in a particular way because of their beliefs ▪ Describe different roles of some people in the local, national and global Church. ▪ Recognise religious signs and symbols used in worship, including the celebration of the sacraments.	▪ Retell, in any form, a narrative that corresponds to the scripture source used. ▪ Describe some of the actions and choices of believers that arise because of their faith. ▪ Recognise key figures in the history of the People of God. ▪ Describe the life and work of some key figures in the history of the People of God ▪ Recognise key people in the local, national and global Church	▪ Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. ▪ Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church. ▪ Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions.	▪ Describe with increasing detail and accuracy; the life and work of key figures in the history of the ▪ People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs. ▪ Make links between beliefs and life, giving reasons for actions and choices. ▪ Explain what it means to belong	▪ Describe more complex scripture passages in a way that shows understanding of the scripture sources used. ▪ Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the people of God, religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which arise as a	▪ Show an understanding of, by making links between; beliefs and sources, beliefs and worship and beliefs and life. ▪ Use a developing religious vocabulary widely, accurately and appropriately. ▪ Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used. ▪ Demonstrate a knowledge and

	▪ Read and understand simple sentences from scripture or their own religious stories. ▪ Listen, talk about and role play similarities and differences between themselves and others and families, Church communities and Church traditions. ▪ Listen, talk about and role play how people behave in the local, national and universal Church community. ▪ Listen, talk about key figures in the history of the People of God.		▪ Describe some religious symbols and steps involved in religious actions and worship, including the celebration of the sacraments.	▪ Use a wider range of religious vocabulary.	to a Church community	consequence of their beliefs.	understanding of; doctrine, belief and theological concepts, the nature, structure and authority of communities of beliefs, both locally and universally. Demonstrate a knowledge and understanding of; the structure and meaning of different forms of worship for believers. ▪ Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions. ▪ Recognise and demonstrate some understanding, that some

							beliefs, practice and interpretations of sources have developed over time.
Engagement and Response (Learning from)	▪ Say what they wonder about. ▪ Ask wondering questions about the areas of study and recognise that some of them are difficult to answer. ▪ Talk about their own feelings, experiences and thing that matter to them. ▪ Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.	▪ Say what they wonder about. ▪ Talk about their own feelings, experiences and the things that matter to them. ▪ Reflect quietly	▪ Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer. ▪ Ask and respond to questions about their own and others' feelings, experiences and things that matter to them. ▪ Participate in periods of reflection in response to given stimulus.	▪ Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.	▪ Make links to show how feelings and beliefs affect their behaviour and that of others. ▪ Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues.	▪ Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. ▪ Show an understanding of how their own and others' decisions are informed by beliefs and values. ▪ Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer	▪ Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching. ▪ Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching.

						(places, times, foci and stimuli)	▪ Identify their own dispositions, personality, history and context and show an emerging awareness of the ways in which these affect their responses to questions of meaning and value. ▪ Explore how different situations are conducive to reflection and contemplation or prayer.
Spiritual Reflection	▪ Listening to a different point of view ▪ To be able to talk about the hymns they sing and the prayers they say.	▪ Listening to a different point of view ▪ To be able to talk about the hymns they sing and the prayers they say.	▪ Listening and responding to a variety of points of views. ▪ Asking and responding to questions about prayers, hymns and age	▪ Listening and responding to a variety of points of views, supporting these views with reasons and justification.	▪ Listening and responding to a variety of points of views, supporting these views with reasons and justification.	▪ Listening and responding to a variety of points of views, supporting these views with reasons and justification.	▪ Expressing a different point of view ▪ Use sources to support and favour some points of views. ▪ Being able to arrive at

			appropriate Scripture stories. ▪ Respond to a wider range of sources; artefacts images and sacraments.	▪ Making links to Scripture to support a point of view. ▪ Being able to express a preference.	▪ Making links to Scripture to support a point of view. ▪ Being able to express a reasoned preference.	▪ Making links to Scripture to support a point of view. ▪ Being able to express a reasoned preference and begin to arrive at informed judgements.	informed judgements. ▪ Debate and express original points of view using a wider range of sources and arriving at conclusions that are supported by evidence.