

Collierley Primary School

RE Progression of Skills

	Knowledge & Understanding	Critical Thinking
Nursery	Talk about some of the things they have seen or heard	Begin to ask simple questions about what they have heard or seen
Reception	Talk about some of the beliefs and/or practices they have explored	Begin to ask how and why questions about what they have heard or seen
Year 1	Have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary.	Ask questions about what they learn about and begin to express opinions
Year 2	Have simple knowledge of why beliefs and practices may be important to people. Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.	In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.
Year 3	Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities.	In response to the material they learn about, pupils can raise questions, express their opinions and begin to support these with plausible reasons. They begin to recognise that others may think differently to them.
Year 4	Begin to form a framework of connections between concepts by making some links between them.	In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. They recognise that others may think differently and have different opinions.
Year 5	Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences	In response to material they learn about, pupils begin to raise controversial questions, express

		<p>their opinions and begin to use sound reasons to back these up.</p> <p>Pupils recognise that there are different perspectives and begin to see both sides of an argument.</p>
Year 6	<p>Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and nonreligious worldviews.</p> <p>Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.</p> <p>Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them.</p>	<p>In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up.</p> <p>Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).</p>