

## Disciplinary Skills Progression Map

Understanding religion and faith						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
EYFS pupils should:	Y1 pupils should:	Y2 pupils should:	Y3 pupils should:	Y4 pupils should:	Y5 pupils should:	Y6 pupils should:
Show an understanding of their own feelings and those of others.	Understand what a belief is and why it is important to people.	Understand that there is more than one belief system.	Compare and contrast beliefs and faiths (eg how Muslims and Christians differ in daily prayer routines).	Compare beliefs and faiths and begin to suggest reasons for the differences and similarities.	Compare beliefs and faiths and give coherent reasons for the differences and similarities.	Compare and contrast beliefs and faiths, relating it to their own heritage and to other cultures around the world.

Questioning						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
EYFS pupils should:	Y1 pupils should:	Y2 pupils should:	Y3 pupils should:	Y4 pupils should:	Y5 pupils should:	Y6 pupils should:
Respond with relevant questions and comments.	Ask and answer simple questions about what they have seen or heard.	Show curiosity by voluntarily asking questions about what they have seen, heard or read.	Start to frame questions and answers in ways that are relevant to RE.	Ask and answer relevant questions (eg about cause and change).	Ask and answer theologically valid questions (eg about sensitivity, reliability, perspective).	Regularly ask and answer perceptive questions in theologically valid ways.

Respect and empathy						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
EYFS pupils should:	Y1 pupils should:	Y2 pupils should:	Y3 pupils should:	Y4 pupils should:	Y5 pupils should:	Y6 pupils should:
Work and play cooperatively and take turns with others.	Start to show respect through their actions (eg following school rules).	Demonstrate respect for others (eg by choosing to help each other).	Consistently show respect for others through their manners and actions.	Demonstrate good manners and start to cope with / compensate for non-reciprocation.	Demonstrate good manners and sensitively deal with others' lack of manners.	Start managing other people's insensitivity in appropriate and courteous ways.

Listen attentively and respond to what they hear.	Explain own views politely.	Listen courteously (eg take turns to explain views).	Verbalise someone else's opinion, including when it differs from their own.	Share and discuss opinions, comparing and contrasting politely where appropriate.	Explain how people can show respect for other religions (opinions).	Explain how and why people might decide not to show respect or tolerance for other people's religions, faiths and opinions.
---	-----------------------------	--	---	---	---	---

Using Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
EYFS pupils should:	Y1 pupils should:	Y2 pupils should:	Y3 pupils should:	Y4 pupils should:	Y5 pupils should:	Y6 pupils should:
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Show some understanding of the ways we can find out about religion (eg books, internet, museums, photos).	Identify ways that religion is presented and represented (eg fiction, images, maps).	Start to show awareness that there are different ways to represent religious information.	Recognise that 'facts' can vary depending on the source and begin to suggest reasons for this.	Begin to explain how 'facts' are interpreted to support opinions.	Explain and critique the way 'facts' are used and interpreted to support opinions.
Anticipate- where appropriate- key events in stories.	Use parts of religious stories to show that they understand.	Start to explain a personal response to (parts of) books and religious texts.	Explain a personal response to book and religious texts.	Use references to explain their opinions.	Select and organise information from more than one source to construct an informed response.	Use careful and sensitive selections of information to politely critique their peers' opinions.

Finding morals (in stories)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
EYFS pupils should:	Y1 pupils should:	Y2 pupils should:	Y3 pupils should:	Y4 pupils should:	Y5 pupils should:	Y6 pupils should:
Offer explanations about why things might happen, making use of recently introduced vocabulary from stories.	Understand that some stories have a hidden 'message', for example.	Recognise and start to explain the moral of a story.	Explain the moral (purpose) of a story and start to put into a religious context.	Explain the purpose of religious stories and how they impact on practice(s).	Find links between stories within and between beliefs and faiths.	Explain how religious stories fulfil their purpose.