| **Skill****Progression of Skills In RE** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
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| **Investigate/Enquire** | Pupils are beginning to ask good questions about their own and others’ experiences.    | Pupils can ask important and relevant questions about religion and belief. | Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging. |
| **Express** | Pupils can retell religious stories.   | Pupils are beginning to identify the impact of religion on believers’ lives. | Pupils ask ultimate questions and can express their own and others’ views.  |
| **Interpret** | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can describe forms of religious expression.  | Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. |
| **Reflect** | Pupils are recognising their own values and the values of others.  | Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour. | Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them. |
| **Empathise** | Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.   | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.   | Pupils can describe the impact of religion of people’s lives.   |
| **Apply** | Pupils can identify different ways in which religion is expressed noticing similarities in religion.  | Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.  | Pupils can recognise similarities and differences within and between religions and make links between them.  |
| **Analyse** | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can make links between sacred texts/stories and beliefs.  | Pupils can suggest possible reasons for distinctive beliefs within and between religions.   |
| **Synthesise** | Pupils can identify different ways in which religion is expressed noticing similarities in religion.  | Pupils can make links between sacred texts/stories and beliefs.  | Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.  |
| **Evaluate** | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.  | Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.  | Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.  |