



## Progression of Skills in RE

<ul style="list-style-type: none"> <li>• explore, gather, select, and organise ideas about religion and belief</li> <li>• investigate and describe similarities and differences within and between religions and beliefs</li> <li>• comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate</li> <li>• suggest meanings for a range of forms of expression, using appropriate vocabulary</li> <li>• describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally</li> </ul>	<p style="text-align: center;"><b>band 4</b></p> <p style="text-align: center;"><i>Expected progress by end of KS2</i></p>	<ul style="list-style-type: none"> <li>• investigate and describe how sources of inspiration and influence make a difference to themselves and others</li> <li>• apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives</li> <li>• suggest what might happen as a result of their own and others' attitudes and actions</li> <li>• suggest answers to some questions raised by the study of religions and beliefs</li> </ul>
<ul style="list-style-type: none"> <li>• investigate and connect features of religions and beliefs</li> <li>• make links between beliefs, stories and practices</li> <li>• identify similarities and differences between religions and beliefs</li> <li>• describe and suggest meanings for symbols and other forms of expression</li> <li>• identify the impact of beliefs and practices on people's lives</li> </ul>	<p style="text-align: center;"><b>band 3</b></p>	<ul style="list-style-type: none"> <li>• identify what influences and inspires them, and why</li> <li>• compare their own ideas and feelings about what pupils think is important</li> <li>• make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions</li> <li>• ask significant questions about religions and beliefs, comparing ideas as appropriate</li> </ul>
<ul style="list-style-type: none"> <li>• identify similarities in features of religions and beliefs</li> <li>• retell religious, spiritual and moral stories</li> <li>• identify possible meanings for stories, symbols and other forms of religious expression</li> <li>• identify how religion and belief is expressed in different ways</li> </ul>	<p style="text-align: center;"><b>band 2</b></p> <p style="text-align: center;"><i>Expected progress by end of KS1</i></p>	<ul style="list-style-type: none"> <li>• respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</li> <li>• ask questions about their own and others' ideas, feelings and experiences</li> <li>• give a reason why something may be valued by themselves and others</li> <li>• recognise that some questions about life are difficult to answer</li> </ul>
<ul style="list-style-type: none"> <li>• recognise and name features of religions and beliefs</li> <li>• recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>• recognise symbols and other forms of religious expression</li> </ul>	<p style="text-align: center;"><b>band 1</b></p>	<ul style="list-style-type: none"> <li>• express their own experiences and feelings</li> <li>• identify what is important to themselves and may be important to others</li> <li>• identify what they find interesting and puzzling in life</li> </ul>
<p><b>AREA OF LEARNING:</b> Showing knowledge and understanding</p>	<p><b>AREA OF LEARNING:</b> Expressing ideas, beliefs and insights</p>	

*Taken from the non-statutory guidance from Surrey Agreed Syllabus (2017-2022)*