


## St Peter's Catholic Voluntary Academy - Progression of skills document: RE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>AT1</p>	<p><u>Skills:</u></p> <p>I can express myself effectively when talking about religious stories, ideas and events, showing awareness of the listener's needs.</p> <p>I can demonstrate understanding when talking with others about what I have read.</p> <p>I can represent my own ideas, feelings and thoughts of religious matters through design and technology, art, music, dance role play and stories.</p> <p>I can listen to religious stories with increasing attention and recall.</p>	<p><u>skills:</u></p> <p>I can recognise some key elements of religious stories and the people in them. <b>Make Links</b></p> <p>I am beginning to recognise many religious signs and symbols and use some religious words and phrases.</p> <p>I can recognise that people act in a certain way because of their religion</p>	<p><u>Skills:</u></p> <p>I can retell accurately many key elements from stories within the Old Testament using my own words about special people, places and events.</p> <p>I can describe many religious signs, symbols and actions used in prayer and liturgy using appropriate religious words and phrases (e.g during Baptism - anointing with oil, white shawl, candle)</p> <p>I can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (e.g. daily prayers, try to live</p>	<p><u>Skills:</u></p> <p>I can use their own words to accurately retell stories about religious events and people and have begun to link some of these religious beliefs. <b>Make links</b></p> <p>I can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. <b>Give reasons</b></p> <p>I can describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons</p>	<p><u>Skills:</u></p> <p>I can make links between many religious stories and people I have shared/learnt about and make links.</p> <p>I can use a developing religious vocabulary to give reasons for many religious actions and symbols <b>GIVE REASONS.</b></p> <p>I can give religious reasons for many actions by believers.</p>	<p><u>Skills:</u></p> <p>I can securely make links between <b>most</b> religious stories and people they have shared/learnt about and beliefs, and begin to <i>describe</i> them to <i>show understanding.</i> <b>Make links</b></p> <p>I can use a developing religious vocabulary <i>to give reasons</i> for <b>most</b> religious actions and symbols, within different liturgies. <b>Give reasons</b></p> <p>I can <i>give religious reasons</i> for <b>most</b> actions by believers and <b>begin</b> to show how they shape believers' lives. <b>Live it out</b></p>	<p><u>Skills:</u></p> <p>I can <i>describe &amp; show understanding</i> of <b>some</b> religious sources beliefs, ideas, feelings &amp; experiences, making links between them.</p> <p>I can <i>use</i> religious terms to show an understanding of <b>many</b> different liturgies.</p> <p>I can <i>show some understanding</i> of how religious belief shapes life in different ways and how Christians live out these beliefs.</p>

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	<p>I can recognise and describe special times or events for family and friends.</p> <p>I can capture religious experiences and respond by using a range of media.</p>		<p>like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities)</p>	<p>for their actions. <b>Live it out</b></p>			
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AT2	<p>I can talk about how I and others show feelings, talk about my own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable. (PSED)</p> <p>I know about similarities and differences between myself and others, and among my family, communities and tradition. (UTW)</p> <p>I am aware of my own feelings and know that some actions and words can hurt others. (PSED)</p> <p>I can learn new religious vocabulary, reflecting the breadth of my experiences. (C&amp;L)</p>	<p>I am able to talk about many of the things that I have done and how these made me feel.</p> <p>I can reflect upon some of the things I wonder about and talk about these</p>	<p>I can ask and answer some questions about how certain experiences make me and others feel and say why they make me feel that way.</p> <p>I can ask somebody why they are wondering about something.</p> <p><b>I can also say what they wonder about God and Jesus.</b></p>	<p>I can share with and question others about the things that have happened to me and talk about how my and others' behaviour is influenced by what I feel or believe (i)</p> <p>I can speak to and question others about things that cause me to wonder, knowing that some questions have no clear answers and they can also compare some of my own and other people's ideas about such questions.</p>	<p>I can make some links to show how feelings and beliefs affect my behaviour and that of others.</p> <p>I am able to <i>compare most</i> of my own and other people's ideas about questions that are difficult to answer</p>	<p>I can make <b>many links</b> to show how feelings and beliefs affect their behaviour and that of others and <b>begin</b> to <i>show how</i> my own and others' decisions are informed by beliefs and values.</p> <p>I can <i>compare most</i> of my own and other people's ideas about questions that are difficult to answer.</p> <p>I can <b>begin</b> to <i>engage in discussion</i> about questions of life, in light of religious teaching.</p>	<p>I can confidently <i>show how</i> their own and others' decisions are informed by beliefs and values.</p> <p>I can engage in <u>some</u> discussion about questions of life, in light of religious teaching</p>
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