



Torkington RE progression of Skills

The progression of Religious Education (RE) skills from the Early Years Foundation Stage (EYFS) through Year 6 is structured around three core aims: **knowing and understanding, expressing ideas and insights**, and **gaining and deploying skills**. These are further categorized into three strands: **Believing, Expressing, and Living**.

EYFS (Ages 3-5)

In the Foundation Stage, skills are developed through play-based, child-centred approaches that connect to the "Understanding the World" and "Personal, Social and Emotional Development" areas of learning.

- **Investigation:** Children use all their senses to explore beliefs and practices.
- **Questioning:** They begin to ask questions about the world and reflect on their own feelings.
- **Communication:** Pupils use emerging vocabulary to talk about special people, books, and places.
- **Empathy:** They start to understand and value differences between individuals and groups in their immediate community.

Key Stage 1 (Years 1-2)

As pupils move into KS1, they begin a more systematic enquiry into religious and non-religious worldviews.

- **Recall and Naming:** Pupils learn to recall and name different beliefs and practices using basic subject-specific vocabulary.
- **Expression:** They start to express their own views in response to what they learn and raise their own questions.
- **Making Links:** Children begin to recognize similarities and differences between different religious and cultural communities.

Lower Key Stage 2 (Years 3-4)

At this stage, pupils extend their knowledge and are introduced to a wider range of sources.

- **Description and Explanation:** Pupils move beyond naming to describing and explaining beliefs and practices, recognizing diversity within communities.
- **Reasoning:** They begin to use reasoned arguments to explain how beliefs influence individuals and communities.
- **Inquiry:** Pupils identify and investigate questions posed by various "sources of wisdom," such as sacred texts or key leaders.

Upper Key Stage 2 (Years 5-6)



By the end of Year 6, pupils are expected to apply and understand RE skills with increasing depth and discernment.

- **Analysis:** Pupils analyse beliefs and practices, looking at the significance and impact of different ways of life.
- **Critical Response:** They express critical responses to complex questions about identity, meaning, and ethical issues.
- **Articulation:** Students learn to articulate their own beliefs and commitments clearly while respecting the right of others to hold different views.
- **Evaluation:** They gain the skills to interpret and evaluate texts and other forms of evidence systematically.

Progression Summary Table

Stage	Key Focus of Skills Development
EYFS	Noticing, wondering, and exploring through senses and stories.
KS1	Recalling, naming, and beginning to express personal views.
LKS2	Describing, explaining, and beginning to use reasoned arguments.
UKS2	Analysing, evaluating, and articulating complex personal and critical responses.