



RE Subject Progression

DISCIPLINARY KNOWLEDGE	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Investigate/Enquire	Children are beginning to ask good questions about their own and others' experiences.	Children can ask important and relevant questions about religion and belief.	Children are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
Express	Children can retell religious stories.	Children are beginning to identify the impact of religion on believers' lives.	Children ask ultimate questions and can express their own and others' views.
Interpret	Children can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Children can describe forms of religious expression.	Children can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Reflect	Children are recognising their own values and the values of others.	Children can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Children are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
Empathise	Children talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Children can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Children can describe the impact of religion of people's lives.



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Apply	Children can identify different ways in which religion is expressed noticing similarities in religion.	Children can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Children can recognise similarities and differences within and between religions and make links between them.
Analyse	Children can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Children can make links between sacred texts/stories and beliefs.	Children can suggest possible reasons for distinctive beliefs within and between religions.
Synthesise	Children can identify different ways in which religion is expressed noticing similarities in religion.	Children can make links between sacred texts/stories and beliefs.	Children can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Evaluate	Children can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Children are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Children can explain how religious texts are used to answer the big questions in life. Children can describe why people belong to religions and the challenges they face.