



**St James' First School**  
**RE Skills Progression Map**  
 Reviewed March 2023

	EYFS	1	2	3	4
<b>Making Sense of the Text</b> Developing skills of reading and interpretation; understanding how people of faith interpret, handle and use their faith texts; making sense of the meanings of texts for them.	<ul style="list-style-type: none"> <li>- Tell stories from a sacred text.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise key concepts that are part of the 'Big story' in the sacred texts.</li> <li>- When possible identify the different types of texts within the sacred text such as a story or parable or instructions on how to live.</li> <li>- Tell stories from a sacred text and link them to the key concepts.</li> <li>- Give clear, simple accounts of what the texts mean to the believer who follows them.</li> </ul>		<ul style="list-style-type: none"> <li>- Order at least five key concepts within a timeline of the Bible's 'big story'.</li> <li>- List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter.</li> <li>- Make clear links between sacred texts and the key concepts studied.</li> <li>- Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some people of faith.</li> </ul>	
	<ul style="list-style-type: none"> <li>- <b>Recognise:</b> Name and point out who or what something is e.g. a church or a headscarf.</li> <li>- <b>Summarise:</b> Outline or sum up briefly the main points about something e.g. How do Jewish people keep the Sabbath Holy.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Identify:</b> 'Say what you see'. Give an account in words of something or someone e.g. A Muslim family celebrating Eid.</li> <li>- <b>Describe:</b> Place a set of related events or things that follow each other into an order e.g. the events leading up to Christ's crucifixion.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Recall:</b> Remember and recount something learned or experienced e.g. what are the 5 pillars of Islam.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Identify:</b> Distinguish something or someone from others that may be similar e.g. all Jewish men wear a kippah or all Muslims take their shoes off before entering the mosque.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Observe:</b> Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. The gospels retell the birth of Christ but do not all focus on the same things.</li> </ul>
<b>Understanding the Impact</b> Examining ways in which people of faith respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within the faith community and in the world.	<ul style="list-style-type: none"> <li>- Talk about ways that people choose to show what they believe.</li> </ul>	<ul style="list-style-type: none"> <li>- Give at least three examples of ways in which people use key concepts, stories and texts to guide their beliefs, in their individual lives and in their faith communities.</li> <li>- Give at least three examples of how people put their beliefs into practice in corporate worship.</li> <li>- Give examples of how a person's faith might affect the choices that they make.</li> </ul>		<ul style="list-style-type: none"> <li>- Make simple links between sacred texts and key concepts studied and how people of faith live in their whole lives and in their faith communities.</li> <li>- Describe how people of faith show their beliefs in worship and in the way they live.</li> <li>- Give examples of how people have shown worship through creative expressions such as painting, music and poetry.</li> </ul>	
		<ul style="list-style-type: none"> <li>- <b>Explain:</b> Demonstrate understanding and comprehension of how or why something is the way it is e.g. Why Christmas matters to the Christian faith.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Empathise:</b> Place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. Why Christians believe Jesus is 'Good News'</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Synthesise:</b> Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. What does Worship in the Christian faith look like?</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Evaluate:</b> Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. why people choose to give their life to faith.</li> </ul>
<b>Responding and Making Connections</b> Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> <li>- Think and talk about what they think of religious ideas.</li> <li>- To ask questions about what people think and believe.</li> </ul>	<ul style="list-style-type: none"> <li>- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</li> </ul>		<ul style="list-style-type: none"> <li>- Raise questions and suggest answers about how far the big ideas explored in the sacred texts and the key concepts studied might make a difference to how pupils think and live.</li> <li>- Make links between some of the stories and teachings in the sacred texts and life in the world today,</li> </ul>	
	<ul style="list-style-type: none"> <li>- <b>Ask:</b> Ask questions related to the text and impact based upon their learning.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Reflect:</b> Share ideas based on religions studies and compare it their own believes. e.g. Christians believe that Jesus was God's son, do I believe this?</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Compare and Contrast:</b> Arrange information into groups according to shared qualities or characteristics e.g. grouping according to faith. Groupings according to faith or practise.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Reason:</b> Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. what decisions might a Humanist make about life choices.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Reasoned Judgement:</b> Give a personal view or opinion about something supported by factual evidence e.g. Is there life after death?</li> </ul>



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## RE Skills Progression Map

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Outcome	Exemplification
<b>Recognise</b>	Name and point out who or what something is e.g. a church or a head scarf.
<b>Identify</b>	Distinguish something or someone from others that may be similar e.g. all Jewish men wear a kippah or all Muslims take their shoes off before entering the mosque.
<b>Describe</b>	'Say what you see'. Give an account in words of something or someone e.g. A Muslim family celebrating Eid.
<b>Observe</b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. The gospels retell the birth of Christ but do not all focus on the same things.
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. Reading a selection of passages about God and selecting which ones most accurately describe what he is like.
<b>Categorise/Classify</b>	Arrange information into groups according to shared qualities or characteristics e.g. grouping according to faith. Groupings according to faith or practise.
<b>Sequence</b>	Place a set of related events or things that follow each other into an order e.g. the events leading up to Christ's crucifixion.
<b>Compare and contrast</b>	Find similarities and differences e.g. Christian and Muslim approaches to prayer
<b>Recall</b>	Remember and recount something learned or experienced e.g. what are the 5 pillars of Islam.
<b>Reason/speculate</b>	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. what decisions might a Humanist make about life choices.
<b>Summarise</b>	Outline or sum up briefly the main points about something e.g. How do Jewish people keep the Sabbath Holy.
<b>Synthesise</b>	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. What does Worship in the Christian faith look like.
<b>Explain</b>	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. Why is feeding people so important to Sikhs?
<b>Empathise</b>	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. Why do people become Buddhist Monks?
<b>Informed conclusion</b>	A knowledgeable summing up of the main points or issues about something e.g. Why do people give their life to faith?
<b>Reasoned judgement</b>	A personal view or opinion about something supported by factual evidence e.g. Is there life after death?
<b>Justify</b>	Give reasons to show or prove what you feel to be right or reasonable e.g. God is a god of love and justice
<b>Apply</b>	The transfer of knowledge and/or skills learned in one context to a different context e.g. Hindu belief in the concept of Karma leads them to make good choices in life, this can be seen through...
<b>Evaluate</b>	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. why people choose to give their life to faith.
<b>Critique</b>	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. Does God exist?
<b>Hypothesise</b>	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. Faith is a moral compass for many,