



Burradon Community Primary School
Progression of Skills for Religious Education
2026-2027



The North Tyneside Agreed Syllabus for teaching Religious Education includes a range of skills for children to have the opportunity to develop throughout each Key Stage.
Each skill lends itself to one of the 3 strands of RE.



Critical thinking



Personal reflection



Knowledge and Understanding

Year group	Skills taught in Autumn term	Skills taught in Spring term	Skills taught in Summer term
EYFS	<ul style="list-style-type: none">Listen to religious storiesDevelop positive attitudes about the differences between peopleTalk about members of their immediate family and community	<ul style="list-style-type: none">Listen to religious storiesDevelop positive attitudes about the differences between peopleTalk about members of their immediate family and community	<ul style="list-style-type: none">Listen to religious storiesDevelop positive attitudes about the differences between peopleTalk about members of their immediate family and community
Year 1	<ul style="list-style-type: none">Begin to ask relevant questions with supportBegin to make a link between religions, individuals, community, national and international lifeBegin to think reflectively about feelings, relationships and experiences	<ul style="list-style-type: none">Begin to ask relevant questions with supportTo begin to discuss the meaning behind religious textsBegin to think reflectively about feelings, relationships and experiencesBegin to give an informed opinion and express a personal viewpoint	<ul style="list-style-type: none">Use a range of sources, provided by an adult, to gather informationBegin to ask relevant questions with supportBegin to consider the thoughts, feelings, experiences, beliefs, attitudes and values of other
Year 2	<ul style="list-style-type: none">Ask relevant questionsUse a range of sources to gather information, with some supportTo discuss the meaning behind religious textsBegin to draw meaning from artefacts, art, poetry and symbolismTo make a link between religions, individuals, community, national and international lifeTo think reflectively about feelings, relationships and experiences	<ul style="list-style-type: none">Ask relevant questionsBegin to draw meaning from artefacts, art, poetry and symbolismTo make a link between religions, individuals, community, national and international lifeTo think reflectively about feelings, relationships and experiencesTo consider the thoughts, feelings, experiences, beliefs, attitudes and values of other	<ul style="list-style-type: none">Ask relevant questionsUse a range of sources to gather information, with some supportBegin to draw meaning from artefacts, art, poetry and symbolismBegin to explain why people belong to faith communitiesTo think reflectively about feelings, relationships and experiencesTo begin to distinguish between the features of different religions
Year 3	<ul style="list-style-type: none">Ask relevant questionsTo begin to know how to use different types of sources as a way of gathering information	<ul style="list-style-type: none">Ask relevant questionsTo begin to know how to use different types of sources as a way of gathering information	<ul style="list-style-type: none">Ask relevant questionsTo begin to know how to use different types of sources as a way of gathering information



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	<ul style="list-style-type: none">● To draw meaning from artefacts, art, poetry and symbolism● To begin to interpret religious language● To explain why people belong to faith communities● To make a link between religions, individuals, community, national and international life● To begin to identify key religious values and their interplay with secular ones● To begin to give an informed opinion and express a personal viewpoint● To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others	<ul style="list-style-type: none">● To begin to ascertain facts● To draw meaning from artefacts, art, poetry and symbolism● To begin to interpret religious language● To explain why people belong to faith communities● To make a link between religions, individuals, community, national and international life● To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices● To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others	<ul style="list-style-type: none">● To draw meaning from artefacts, art, poetry and symbolism● To explain why people belong to faith communities● To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices● To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others● To develop the power of imagination to identify feelings such as love, wonder, forgiveness and awe.
Year 4	<ul style="list-style-type: none">● Ask relevant questions● To know how to use different types of sources as a way of gathering information● To begin to ascertain facts● To draw meaning from artefacts, art, poetry and symbolism● To interpret religious language● To suggest meanings of religious texts● To explain why people belong to faith communities● To make a link between religions, individuals, community, national and international life● To begin to exercise critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith● To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others● To think reflectively about feelings, relationships, experience, ultimate	<ul style="list-style-type: none">● Ask relevant questions● To know how to use different types of sources as a way of gathering information● To begin to ascertain facts● To interpret religious language● To suggest meanings of religious texts● To make a link between religions, individuals, community, national and international life● To begin to identify key religious values and their interplay with secular ones● To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices● To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others	<ul style="list-style-type: none">● Ask relevant questions● To know how to use different types of sources as a way of gathering information● To begin to ascertain facts● To interpret religious language● To explain why people belong to faith communities● To begin to identify key religious values and their interplay with secular ones● To begin to pursue a line of enquiry or argument● To begin to identify and give expression to matters of deep concern and responding to religious and moral issues through a variety of media● To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices● To distinguish between the features of different religions● To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others



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	questions, moral issues, beliefs and practices		
Year 5	<ul style="list-style-type: none">• Ask relevant questions• To know how to use different types of sources as a way of gathering information• To ascertain facts• To draw meaning from artefacts, art, poetry and symbolism• To interpret religious language• To suggest meanings of religious texts• To explain why people belong to faith communities• To make a link between religions, individuals, community, national and international life• To begin to identify key religious values and their interplay with secular ones• To begin to pursue a line of enquiry or argument• To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices• To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others• To develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow	<ul style="list-style-type: none">• Ask relevant questions• To know how to use different types of sources as a way of gathering information• To ascertain facts• To draw meaning from artefacts, art, poetry and symbolism• To interpret religious language• To make a link between religions, individuals, community, national and international life• To begin to pursue a line of enquiry or argument• To exercise critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith• To distinguish between the features of different religions• To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices• To develop a personal interest and curiosity in puzzling, searching and challenging questions• To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others	<ul style="list-style-type: none">• Ask relevant questions• To know how to use different types of sources as a way of gathering information• To ascertain facts• To draw meaning from artefacts, art, poetry and symbolism• To explain why people belong to faith communities• To make a link between religions, individuals, community, national and international life• To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices• To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others
Year 6	<ul style="list-style-type: none">• Ask relevant questions• To ascertain facts• To know how to use different types of sources as a way of gathering information• To draw meaning from artefacts, art, poetry and symbolism• To interpret religious language	<ul style="list-style-type: none">• Ask relevant questions• To ascertain facts• To know how to use different types of sources as a way of gathering information• To know what may constitute evidence for understanding religion(s)	<ul style="list-style-type: none">• Ask relevant questions• To ascertain facts• To draw meaning from artefacts, art, poetry and symbolism• To interpret religious language• To suggest meanings of religious texts• To explain why people belong to faith communities



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	<ul style="list-style-type: none">• To suggest meanings of religious texts• To explain why people belong to faith communities• To make a link between religions, individuals, community, national and international life• To begin to identify key religious values and their interplay with secular ones• To weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience• To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices• To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others• To develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow	<ul style="list-style-type: none">• To make a link between religions, individuals, community, national and international life• To begin to identify key religious values and their interplay with secular ones• To pursue a line of enquiry or argument• To identify and give expression to matters of deep concern and responding to religious and moral issues through a variety of media• To give an informed opinion and expressing a personal viewpoint• To exercise critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith• To distinguish between the features of different religions• To debate issues of religious significance, with reference to evidence, factual information and argument• To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices• To develop a personal interest and curiosity in puzzling, searching and challenging questions	<ul style="list-style-type: none">• To make a link between religions, individuals, community, national and international life• To begin to identify key religious values and their interplay with secular ones• To think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices• To consider the thoughts, feelings, experiences, beliefs, attitudes and values of others• To develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
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