

Skills Progression	Year 1 Staffordshire Syllabus	Year 2 Staffordshire Syllabus	Year 3 Staffordshire Syllabus
Explore	Pupils can use some words and phrases to recognise and name features of religious life and practice valued by believers. Pupils can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.	Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils show an awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. Pupils identify how religion is expressed in different ways	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.
Engage	Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and others.	Pupils can recognise that some questions cause people to wonder and are difficult to answer. Pupils are able to share ideas about right and wrong.	Pupils ask important questions about values, commitments and beliefs. Pupils make links between their own and other's responses, attitudes and behaviour.
Reflect	Pupils can demonstrate awareness that there is more than one religious tradition or faith community.	Pupils are able to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious traditions/faith community.	Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. Pupils understand the importance and reality of existing in a plural context.

Skills Progression	Year 4 Staffordshire Syllabus	Year 5 Staffordshire Syllabus	Year 6 Staffordshire Syllabus
Explore	<p>Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions. Pupils describe the impact of religion on peoples' lives. They explore and explain meanings for a range of forms of religious expression.</p>	<p>Pupils use a wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. Pupils demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.</p>	<p>Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.</p>
Engage	<p>Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.</p>	<p>Pupils ask and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and other's lives and making clear connections between personal viewpoints and action.</p>	<p>Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.</p>
Reflect	<p>Pupils apply their ideas about identity and commitment in a diverse world to their own and other people's lives. Pupils describe what inspires and influences themselves and others, especially their commitments, values and choices. Pupils are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance.</p>	<p>Pupils can explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They can identify the consequences for themselves and for others of holding particular beliefs and values.</p>	<p>Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.</p>