

When using the skill of...	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Investigation	Pupils are beginning to ask and answer relevant questions.	Pupils are beginning to ask deeper questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
Expression	Pupils can recall religious stories.	Pupils can retell with details religious stories.	Pupils can express their own and others' views.	Pupils can express their own view with confidence and give reasons for it.
Interpretation	Pupils are beginning to recognise religious actions and symbols.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression. Pupils are beginning to identify the impact of religion on believers' lives.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Reflection	Pupils can respond thoughtfully when asked questions	Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between	Pupils are beginning to apply their own ideas to the experiences of others and

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	about themselves and others.		values, commitments, attitudes and behaviour.	describe what inspires and influences them.
Empathy	Pupils talk about their own feelings and the feelings of others.	Pupils talk about their own experiences and feelings. They are realising what is of value to themselves and others.	Pupils are developing the ability to 'stand in someone else's shoes' and beginning to see life through a different lens.	Pupils can describe the impact of religion of people's lives from the perspective of the believer.
Application	Pupils will begin to use the knowledge they have already acquired to answer questions correctly.	Pupils will be able to recognise the different ways in which religion is expressed noticing similarities in religions.	Pupils will be able to identify similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils will be able to identify the similarities and differences within and between religions, make links between them and give reasons for them.
Analysis	Pupils are beginning to use religious vocab	Pupils are beginning to make sense of the features of religious	Pupils can make links between sacred	Pupils can suggest possible reasons for distinctive beliefs within and between religions.

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	to identify features and actions.	life and practice suggesting meanings for actions and symbols.	texts/stories and beliefs and practices.	
Synthesis	Pupils are noticing connections between features of religious life.	Pupils can make clear links between sacred texts/stories and religious beliefs.	Pupils are beginning to show a depth of understanding of religious actions and beliefs that enables them to make connections.	Pupils will be able to gather viewpoints, experiences and features of religion and connect them. They will suggest meanings for actions and symbols blending knowledge and insight.
Evaluation	In simple terms pupils will talk about whether something is good or bad, useful or not useful.	Pupils will begin to judge the value or effectiveness of information or ideas in relation to the topic being studied.	Pupils are asking and suggesting answers to questions that will enable them to reach a conclusion and decide what matters most.	Pupils can choose and use sources of evidence to draw conclusions and justify their decisions in relation to the topic being studied.