



RE Progression of Skills

	Thinking Theologically about God	Thinking Sociologically about Community	Thinking Philosophically about Identity
EYFS	<p>Pupils in EYFS should be encouraged to:</p> <ul style="list-style-type: none"> • talk about a place, a special story or person belonging to a faith or belief community using appropriate vocabulary • show an awareness that festivals are special times for different people and describe how people celebrate them 	<p>Pupils in EYFS should be encouraged to:</p> <ul style="list-style-type: none"> • talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities) • talk about groups they belong to and show an awareness that other children belong to different groups 	<p>Pupils in EYFS should be encouraged to:</p> <ul style="list-style-type: none"> • show curiosity; ask questions about their learning • respond with growing sensitivity and responsibility to the world around them • talk about e.g. 'right' / 'wrong', 'good' / 'bad', 'real' / 'true' • recognise that others' views may be different from their own • show a range of feelings in response to their learning e.g. awe, wonder, sadness, joy etc
KS1	<p>Pupils in KS1 should be encouraged to:</p> <ul style="list-style-type: none"> • talk simply about core beliefs and concepts and what they mean • use appropriate subject-specific vocabulary when they talk • identify similarities in features of religion and belief • retell religious, spiritual and moral stories • identify how stories / symbols / objects might show what people believe • identify how belief is expressed in different ways for different people 	<p>Pupils in KS1 should be encouraged to:</p> <ul style="list-style-type: none"> • talk about different communities of people • give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives • give a reason why something may be of value to themselves and/or others, recognising different viewpoints 	<p>Pupils in KS1 should be encouraged to:</p> <ul style="list-style-type: none"> • respond sensitively and imaginatively to questions about being human and their own place in the world • ask thoughtful questions about their own and others' ideas, feelings and experiences • recognise that some questions about life are difficult to answer • respond to questions about e.g. 'right' / 'wrong', 'good' / 'bad', 'real' / 'true' • give a simple reason for a view that they have
LKS2	<p>Pupils in LKS2 should be encouraged to:</p> <ul style="list-style-type: none"> • identify simple similarities and differences between concepts / religions / beliefs, giving examples from their learning • describe and suggest meanings for symbols and other forms of expression for people of faith or belief • make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving) 	<p>Pupils in LKS2 should be encouraged to:</p> <ul style="list-style-type: none"> • investigate and connect aspects of religions and beliefs, identifying some similarities and differences in peoples lived experience • identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live 	<p>Pupils in LKS2 should be encouraged to:</p> <ul style="list-style-type: none"> • compare their own ideas, influences and/or feelings with those of others • make links between what they and other people think about God / being human / what is important in life / how to behave • give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge') • ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning

UKS2	<p>Pupils in UKS2 should be encouraged to:</p> <ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate • express their understanding of concepts in theological terms • suggest some ways in which different people might interpret key texts / sources • suggest meanings for a range of forms of expression, using accurate vocabulary 	<p>Pupils in UKS2 should be encouraged to:</p> <ul style="list-style-type: none"> • comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities • investigate and describe similarities and differences in lived experience within and between religions / beliefs • describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, <ul style="list-style-type: none"> • nationally and globally) 	<p>Pupils in UKS2 should be encouraged to:</p> <ul style="list-style-type: none"> • explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently • suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning • develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview • reflect on possible connections between worldviews and the human search for meaning in life
<p><u>MORE ABLE</u> If a child is secure with all skills within their year group band, they can be assessed by the following more able strands:</p>	<p>More able children will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast different religions using accurate theological language. • Give reasons for why people of faith have particular beliefs that are different to their own. 	<p>More able children will be able to:</p> <ul style="list-style-type: none"> • Discuss the impact that belief has on communities. • Reflect on how communities with different beliefs can share similar morals, and describe how these impact society. 	<p>More able children will be able to:</p> <ul style="list-style-type: none"> • Provide reasons for how belief impacts the identity of themselves and others. • Reflect on their own sense of identity and provide reasons for how this has been shaped by their own beliefs.