

## RE - Skills Progression

EYFS

RE will make a contribution to the following Early Learning Goals (in particular):

- **Personal, social and emotional development** - children will develop a positive sense of themselves and others to form positive relationships and develop respect for others. They will learn how to manage their feelings and understand appropriate behaviour in groups. Children will also show sensitivity to the needs and feelings of others.
- **Communication and language** - children have opportunities to speak and listen attentively in a range of situations and develop their confidence and skills in expressing themselves. They will listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Children will also develop their own narratives and explanations by connecting ideas or events. They will answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Literacy** - children will have access to a wide range of reading materials - books, poems and other written materials to ignite their interest.
- **Understanding the World** - children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. They will know about similarities and differences between themselves and others, and among families, communities and traditions.
- **Expressive arts and design** - children will explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### Understanding the World

**People & Communities (22-36 months):**

- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

**People & Communities (30-50 months):**

- Shows interest in the lives of people who are familiar to them.

**The World (22-36 months):**

- Notices detailed features of objects in their environment.

**The World (30-50 months):**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.

	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>People &amp; Communities (40-60+ months Pre-ELG/ELG):</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy the same things are sensitive to this.</li> <li>• Know about similarities and differences between themselves and others.</li> <li>• Know about similarities and differences among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p><b>The World (40-60+ months Pre-ELG/ELG):</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>
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**RE in KS1 & KS2, at Eppleton, is enquiry-based, which actively engages pupils in the learning process, enabling them to develop skills as they investigate issues surrounding religion and beliefs. Through this cycle of enquiry, all pupils have the opportunity to:**

*generate and refine questions; develop lines of enquiry using a range of methods and sources; research complex issues and explore a range of viewpoints; gather, compare and synthesise information, interpreting, analysing and evaluating findings; develop knowledge and understanding of religion and belief and the impact these have on individuals and communities today; use critical thinking and reasoning to draw conclusions; reflect on their own ideas, beliefs, values, experiences and feelings in relation to what they have learnt through the enquiry.*

<b>Year group &amp; Key Focus</b>	<b>Understanding</b> <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	<b>Critical Thinking</b> <i>developing the skills of analysis, evaluation, interpretation and expression</i>	<b>Personal Reflection</b> <i>developing the skills of reflection &amp; response and empathy</i>	<b>Attitudes</b>
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<p><b>KS1</b></p> <p><b>Key focus: To recognise and identify</b></p>	<p><b>Pupils identify some beliefs and features of religion and their importance for some people.</b></p> <p>They begin to show awareness of similarities in religions.</p> <p>Pupils retell religious stories and suggest meanings for religious actions and symbols.</p> <p>They identify how religion is expressed in different ways.</p> <p>Ask relevant questions.</p> <p>Begin to use different sources to gather information.</p> <p>Identify some of the beliefs of Christianity, Buddhism and Hinduism.</p> <p>Retell some religious stories.</p> <p>Identify some ways in which religious people worship and celebrate special events.</p> <p>Use some religious vocabulary.</p> <p>Show some awareness of how some aspects are the same in both Christianity and another religion (Buddhism or Hinduism) - e.g. both have a special founder, stories or ways of worship.</p>	<p><b>In response to the religious material they learn about, children are able to express their views and give simple reasons to support these.</b></p> <p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and another religion.</p> <p>Pupils recognise that some questions cause people to wonder and are difficult to answer, posing interesting or puzzling questions.</p>	<p><b>In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.</b></p> <p>Pupils develop the power of imagination to identify feelings such as love, wonder, sorrow and forgiveness.</p> <p>Pupils consider the thoughts, feelings, beliefs and experiences of others.</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism/ Hinduism.</p> <p>Show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt about Christianity and Buddhism/ Hinduism.</p>	<p><b>Self-awareness</b> A sense of self-worth, value and belonging.</p> <p><b>Respect</b> Sensitivity to the beliefs and feelings of others.</p> <p><b>Appreciation and Wonder</b> A sense of wonder about the world.</p>
<p><b>LKS2</b></p> <p><b>Key focus:</b></p>	<p><b>Pupils describe some of the beliefs and features of religion, recognising similarities and differences.</b></p> <p>Make links between beliefs and sources,</p>	<p><b>In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views.</b></p>	<p><b>In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.</b></p>	<p><b>Self-awareness</b> A sense of self-worth and value.</p> <p>A sense of belonging.</p>

<p><b>To describe</b></p>	<p>including religious stories, sacred texts and teaching to the beliefs that underlie them.</p> <p>Begin to identify the impact religion has on believers' lives.</p> <p>Describe beliefs and some forms of religious expression/ practices within Christianity and Sikhism e.g. describe ways in which Sikhs worship, describe some Christians beliefs about God, describe how and why Advent is important to Christians.</p> <p>Know some similarities and differences between Christianity, Judaism and Sikhism.</p> <p>Asking relevant questions.</p> <p>Beginning to use different sources to gather information.</p> <p>Able to ascertain facts.</p> <p>Make links between religions and individual and community life.</p>	<p>Ask important questions about religion and beliefs.</p> <p>Give a view and support with a plausible reason.</p> <p>Show awareness that some people have a different view.</p> <p>Communicate and give informed opinions and personal viewpoints.</p> <p>Ask important questions about religion and beliefs.</p> <p>Draw meaning from stories, artefacts, symbols, rituals etc.</p> <p>Suggest meanings of religious texts.</p>	<p>They reflect on what influences them, making links between aspects of their own and others' experiences.</p> <p>Reflect on own beliefs, feelings, values, attitudes and experiences.</p> <p>Show understanding that not all people respond to ideas and experiences in the same way.</p> <p>Listen to others who have different views, beliefs and practices of their own.</p> <p>Seeing the world through the eyes of others and see issues from their point of view.</p> <p>Develop the power of imagination to identify feelings such as love, wonder, sorrow and forgiveness.</p> <p>Considering the thoughts, feelings, beliefs and experiences of others.</p> <p>Reflect on own feelings and experiences.</p> <p>Develop a personal interest and curiosity in puzzling, searching and challenging questions.</p>	<p>Develop the capacity to consider one's own beliefs, values and attitudes.</p> <p><b>Respect</b> Sensitivity to the beliefs and feelings of others.</p> <p>Willingness to listen and learn from others who may have beliefs and customs different from one's own.</p> <p><b>Appreciation and Wonder</b> A sense of wonder about the world.</p> <p><b>Open-mindedness</b> Readiness to look beyond surface impressions.</p> <p>Willingness to learn and gain new understanding.</p>
<p>UKS2</p> <p><b>Key focus: To understand</b></p>	<p><b>Pupils can demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them.</b></p> <p>They suggest meanings for range of forms of religious expression.</p>	<p><b>In response to the religious material they learn about, pupils can express their own views using sound reasons. Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).</b></p> <p>Express their views and support with sound</p>	<p><b>In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.</b></p> <p>Reflect on and consider own beliefs, feelings, values, attitudes and</p>	<p><b>Self-awareness</b> A sense of self-worth and value.</p> <p>A sense of belonging.</p> <p>Developing the capacity</p>

	<p>Show understanding of the beliefs and practices within Christianity and describe some ways in which these impact on people's lives.</p> <p>Show understanding of the beliefs and practices within Islam/Sikhism and describe some ways in which these make a difference to people's lives.</p> <p>Understand and describe some similarities and differences within Christianity and between religions.</p> <p>Show understanding of the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) and how they connect to show an understanding of what religion is.</p>	<p>reasons.</p> <p>Outline an opposing view and give at least one sound reason to support this.</p> <p>Communicate and ask important questions about religion and beliefs.</p> <p>Give an informed opinion and personal viewpoint.</p> <p>Draw meaning from stories, artefacts, symbols, rituals etc.</p> <p>Suggest meanings of religious texts.</p>	<p>experiences.</p> <p>Listen to and learn from others about their beliefs, feelings, values, attitudes and experiences.</p> <p>See the world through the eyes of others, considering their thoughts, feelings, beliefs and experiences, and see issues from their point of view.</p> <p>See the world through the eyes of others and seeing issues from their point of view.</p> <p>Develop a personal interest and curiosity in puzzling, searching and challenging questions.</p> <p>Begin to develop open-mindedness when hearing the views, thoughts, ideas and feelings of others.</p>	<p>to consider one's own beliefs, values and attitudes.</p> <p><b>Respect</b> Sensitivity to the beliefs and feelings of others.</p> <p>Willingness to listen and learn from others who may have beliefs and customs different from one's own.</p> <p><b>Appreciation and Wonder</b> A sense of wonder about the world.</p> <p><b>Open-mindedness</b> Readiness to look beyond surface impressions.</p> <p>Willingness to learn and gain new understanding.</p>
<p>Y6 Bridging Unit</p>	<p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe and show understanding of main Christian beliefs about the nature of God (Belief).</li> <li>• Describe and show understanding of Christian beliefs about Jesus through the key events in the life of Jesus, some of his teachings and actions; the significance of his life, death and resurrection for Christians (Belief, Authority).</li> <li>• Describe and show understanding of the importance of the Bible for Christians and the difference it makes to their lives (Authority).</li> <li>• Describe and show understanding of the different ways in which Christians express beliefs e.g. through worship, rituals, symbols, Christian practices connected with Christmas and Easter, ceremonies of initiation into the church, pilgrimage (Expressions of Belief).</li> <li>• Describe the impact that Christian beliefs and practices can have for people e.g. care for others, care for the environment (Impact of Belief).</li> <li>• Describe and show understanding of Christianity in the local area e.g. through local church communities, the Cathedral, northern saints.</li> <li>• Describe some similarities and differences within Christianity (based on the above).</li> </ul>			

