



## **The Whinless Down Academy Trust Religious Education Skills Progression**

Expected at the end of EYFS - *We have selected the Early Learning Goals that link most closely our RE curriculum*

**Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)** - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Personal, Social and Emotional Development (Managing Feelings and Behaviour)** - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Personal, Social and Emotional Development (Making Relationships)** - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Understanding the World (People and Communities)** - Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Understanding the World (The World)** - Children know about similarities and differences in relation to places and objects.



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	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <ul style="list-style-type: none"> <li>describe the main beliefs of a religion;</li> <li>describe the main festivals of a religion.</li> </ul>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <ul style="list-style-type: none"> <li>describe the key teachings and beliefs of a religion;</li> <li>begin to compare the main festivals of world religions;</li> <li>refer to religious figures and holy books.</li> </ul>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <ul style="list-style-type: none"> <li>recognise and explain how some teachings and beliefs are shared between religions;</li> <li>explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ul>
Rituals, ceremonies and lifestyles (from various religions)	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <ul style="list-style-type: none"> <li>recognise, name and describe religious artefacts, places and practices;</li> <li>explain religious rituals and ceremonies and the meaning of them,</li> </ul>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <ul style="list-style-type: none"> <li>identify religious artefacts and how they are involved in daily practices and rituals;</li> <li>describe religious buildings and how they are used;</li> </ul>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <ul style="list-style-type: none"> <li>explain practices and lifestyles associated with belonging to a faith;</li> <li>explain practices and lifestyles associated with belonging to a non-religious community;</li> </ul>



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	<p>including their own experiences of them;</p> <ul style="list-style-type: none"> <li>observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li>show an understanding of the role of a spiritual leader.</li> </ul>
How beliefs are expressed	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <ul style="list-style-type: none"> <li>name religious symbols and the meaning of them;</li> <li>learn the name of important religious stories;</li> <li>retell religious stories and suggest meanings in the story.</li> </ul>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> <li>begin to identify religious symbolism in different forms of art and communication;</li> <li>looking at holy texts and stories, explain meaning in a story;</li> <li>express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> <li>explore religious symbolism in literature and the arts;</li> <li>explain some of the different ways individuals show their beliefs;</li> <li>share their opinion or express their own belief with respect and tolerance for others.</li> </ul>



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