



Progression of Skills in Religious Education

Early Years Progression for Religious Education Skills and Knowledge

The teaching of Religious Education skills and knowledge begins in Early Years at Hipsburn Primary School as part of the Understanding the World and Personal Social Emotional curriculum. Alongside this progression grid, effective communication and language skills are an essential part of religious education development for our youngest learners.

<p align="center">Preschool 1 (2-3yr olds)</p>	<p align="center">Preschool 2 (3-4yr olds)</p>	<p align="center">Reception</p>
<ul style="list-style-type: none"> • Make connections between the features of their family and other families • Notice differences between people 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past. • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.



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Teaching and Learning Approach

Making sense of beliefs

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways by both individuals and within communities
- Recognise how and why sources of authority e.g. text, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to name core beliefs and concepts and be able to give simple descriptions of what they mean.</p> <p>Name different festivals associated with religions.</p> <p>Recognise some of the religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p>	<p>Recall and name core beliefs and concepts and give descriptions of what they mean.</p> <p>Recall and name different festivals associated with religions.</p> <p>Recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p>	<p>Identify and describe the core beliefs and teachings of the religions studied.</p> <p>Making some comparisons between religions. (e.g. begin to compare the main festivals of world religions)</p> <p>Children expand on their knowledge of world religions from KS1.</p> <p>Make links between religious texts/sources of authority and the core beliefs studied. (Refer to</p>	<p>Identify and describe the core beliefs and teachings of the religions studied.</p> <p>Making comparisons between religions. (e.g. begin to compare the main festivals of world religions)</p> <p>Make clear links between religious texts/sources of authority and the core beliefs studied. (Refer to religious figures and holy book)</p> <p>Offer informed suggestions about what texts/sources of authority</p>	<p>Begin to identify and explain the core beliefs and concepts, using some examples from religious texts and sources of authority in religions.</p> <p>Begin to describe some examples of ways in which people use religious texts and sources of authority to make sense of core beliefs and ideas.</p> <p>Begin to explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from religious texts and sources of authority in religions.</p> <p>Describe examples of ways in which people use religious texts and sources of authority to make sense of core beliefs and concepts.</p> <p>Explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p>



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<p>Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>religious figures and holy book)</p> <p>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>can mean and give examples of what these sources mean to believers.</p>	<p>Compare beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Give meanings for text/sources of authority studied, comparing these ideas with some ways in which believers interpret these texts/sources of authority.</p>	<p>Able to explain how religious beliefs can shape the lives of individuals and contribute to society</p> <p>Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Give meanings for text/sources of authority studied, comparing these ideas with some ways in which believers interpret these texts/sources of authority</p>
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Teaching and Learning Approach

Understanding the Impact

- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs in action in diverse ways, in their everyday lives, within their communities and in the wider world

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise, name and describe religious artefacts, places and practices.</p> <p>Begin to explain some religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p> <p>Observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>Name religious symbols and the meaning of them.</p> <p>Learn some of the important religious stories.</p>	<p>Recognise, name and describe religious artefacts, places and practices.</p> <p>Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p> <p>Observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>Name religious symbols and the meaning of them.</p> <p>Learn the name of important religious stories.</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in ways they live.</p> <p>Identify some differences in how people put their beliefs into practice.</p> <p>Look at the concepts of belonging, identity and meaning.</p> <p>Understand what belonging to a religion might look like, through</p>	<p>Make links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in ways they live.</p> <p>Identify some differences in how people put their beliefs into practice.</p> <p>Look at the concepts of belonging, identity and meaning.</p> <p>Understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p>	<p>Begin to make connections between what people believe and how they live, individually and in communities.</p> <p>Use examples to show how and why people put their beliefs into practice in different ways -e.g. in different communities, denominations or cultures.</p> <p>Explain practices and lifestyles associated with belonging to a faith;</p> <p>Explain practices and lifestyles associated with belonging to a non-religious community.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Use evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures.</p> <p>Explain practices and lifestyles associated with belonging to a faith.</p> <p>Explain practices and lifestyles associated with belonging to a non-religious community.</p>



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<p>Listen to and simply re-tell some religious stories and suggest meanings in the story.</p> <p>Give examples of how people use stories, texts and teachings to guide their own beliefs and actions.</p>	<p>Retell religious stories and suggest meanings in the story.</p> <p>Give examples of how people use stories, texts and teachings to guide their own beliefs and actions.</p> <p>Give example of ways in which believers put their beliefs into practice.</p>	<p>practices and rituals, and what it might involve.</p> <p>Begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Identify religious artefacts and how they might be involved in daily practices and rituals.</p> <p>Describe religious buildings and how they are used.</p> <p>Begin to explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> <p>Explore the expression of beliefs through books, scriptures, art and other important means of communication.</p>	<p>Begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>Describe religious buildings and how they are used.</p> <p>Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> <p>Explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <p>Able to identify religious symbolism in different forms of art and communication.</p>	<p>Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p> <p>Develop an understanding of the role of a spiritual leader.</p> <p>Explore religious symbolism in literature and the arts.</p> <p>Explain some of the different ways individuals show their beliefs;</p> <p>Share their own opinion or express their own belief with respect and tolerance for others.</p>	<p>Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p> <p>Explore religious symbolism in literature and the arts.</p> <p>Explain different ways individuals show their beliefs.</p> <p>Confidently share their opinion or express their own belief with respect and tolerance for others.</p>
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		<p>Begin to identify religious symbolism in different forms of art and communication.</p> <p>Look at holy texts and stories and explain meaning in a story.</p> <p>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p>	<p>Look at holy texts and stories and explain meaning in a story.</p> <p>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p>		
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Progression of Skills in Religious Education

Teaching and Learning Approach

Making Connections

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving reasons for their responses
- Challenge the ideas studied and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Think, talk and ask questions about whether the ideas they have been learning about have something to say to them.</p> <p>Give a reason for the views they have and the connections they make.</p> <p>Identify some of the things that are important in their lives.</p> <p>Begin to see that there are similarities and differences between people.</p> <p>Begin to make connections to their own</p>	<p>Think, talk and ask questions about whether the ideas they have been learning about have something to say to them.</p> <p>Give good reason for the views they have and the connections they make.</p> <p>Identify things that are important in their lives.</p> <p>Ask questions about the puzzling aspects of life.</p> <p>Understand that there are similarities and differences between people.</p> <p>Make connections to their own lives, looking at their</p>	<p>Begin to make some links between beliefs and practices.</p> <p>Raise questions and suggest answers about how far the beliefs and practices studied might make a difference to how they think and live.</p> <p>Give good reasons for the views they have and the connections they make.</p> <p>Make links to expressing identity and belonging, including links to communities they may belong to.</p>	<p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how they think and live.</p> <p>Give good reasons for the views they have and the connections they make.</p> <p>Make links to expressing identity and belonging, including links to</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. atheists and believers.)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Begin to consider and weigh up how ideas studied relate to their own experiences of the world today.</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. atheists and believers.)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied relate to their own experiences of the world today.</p>



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<p>lives, looking at their own actions and consequences and choices they can make.</p> <p>Look at how values affect a community and individuals.</p> <p>Explain how actions can affect other people.</p> <p>Understand that they have their own choices to make and begin to understand the concept of morals.</p>	<p>own actions and consequences and choices they can make.</p> <p>Look at how values affect a community and individuals.</p> <p>Explain how actions can affect other people.</p> <p>Understand that they have their own choices to make and begin to understand the concept of morals.</p>	<p>Notice and respond sensitively to different views. Understand that personal experiences and feelings can influence their attitudes and actions.</p> <p>Offer suggestions about why religious and non-religious leaders and followers have acted the way they have.</p> <p>Begin to ask questions that do not have an agreed answers. Begin to offer suggestions as answers to those questions.</p> <p>Can understand that there are similarities and differences between people and respect those differences.</p> <p>Make informed choices and understand the consequences of choices.</p> <p>Describe how shared values in a community can</p>	<p>communities they may belong to.</p> <p>Notice and respond sensitively to different views. Understand that personal experiences and feelings can influence their attitudes and actions.</p> <p>Offer suggestions about why religious and non-religious leaders and followers have acted the way they have.</p> <p>Ask questions that have no agreed answers, and offer suggestions as answers to those questions.</p> <p>Can understand that there are similarities and differences between people and respect those differences.</p> <p>Make informed choices and understand the consequences of choices.</p>	<p>Develop insights of their own and give good reasons for the view they have had and the connections they make.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Start to express feelings about their identities and beliefs.</p> <p>Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.</p> <p>Explain why their answers may be different from someone else's and respond sensitively.</p> <p>See and make links to responsibility and citizenship.</p>	<p>Develop insights of their own and give good reasons for the view they have had and the connections they make.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Recognise and express feelings about their identities and beliefs.</p> <p>Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.</p> <p>Explain why their answers may be different from someone else's and respond sensitively.</p> <p>Make links to responsibility and citizenship.</p>
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		<p>affect behaviour and outcomes.</p> <p>Discuss and give opinions on morals and values, including their own.</p>	<p>Describe how shared values in a community can affect behaviour and outcomes.</p> <p>Discuss and give opinions on morals and values, including their own.</p>	<p>Begin to understand the concept of shared values and how a community can use shared values.</p> <p>Begin to strengthen their capacity for moral judgements.</p> <p>Explain why individuals and communities may have similar and differing values.</p> <p>Start to show an awareness of morals, question morals and demonstrate an ability to make choices and to understand the consequences.</p> <p>Begin to express their own values while also respecting the values of others.</p>	<p>Begin to understand the concept of shared values and how a community can use shared values.</p> <p>Begin to strengthen their capacity for moral judgements.</p> <p>Explain why individuals and communities may have similar and differing values.</p> <p>Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.</p> <p>Express their own values while respecting the values of others.</p>
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