**Skills Progression**

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| **Religious Education**  Key Stage One  Key Stage Two | **EYFS** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** |
| **Believing- a faith and its texts and teaching.**  Core knowledge and understanding of texts, stories and key beliefs  What do people believe about God, people and the natural world?  Who am I?  How and why are some stories and books sacred and important in religion?  How do people’s beliefs about God, the world and others impact on their lives?  How do sacred texts and other sources help people to understand God, the world and human life? | ***UW*** *(People and communities)*  **40-60 months**  -I enjoy joining in with family customs  and routines  **Early Learning Goal**  **-**I can talk about similarities and  differences among families,  communities and traditions  **Exceeding statements**  -I understand that different people have  different beliefs, attitudes, customs and  traditions and why it is important to  treat them with respect | -I can recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism).  -I can recall a variety of religious stories used for different purposes.  -I can give simple examples of how the stories and beliefs influence the behaviour of believers. | -I can give a simple account of the core beliefs of the religions studied.  -I can retell a selection of key stories, making links to the core beliefs.  -I can give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot). | -I can identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.).  -I can identify different types of texts within sacred writings (laws, narratives, prayers, poems, story).  -I can identify the key practices of a faith and some of the differences between denominations or sects. | -I can describe the lives of the most important religious figures and their place within the belief system.  - can suggest meaning for the various kinds of writing found within sacred texts.  -I can make links between the texts studied and the practice of faith in the community. | -I can identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.  -I can use technical & religious language to identify the different writings within sacred texts.  -I can make clear links between the texts and concepts studied and common practice across denominations. | -I can recognise the role of inspiration in the creation of sacred texts and the lives of leaders.  -I can explain the connections between sacred texts and beliefs using theological terms.  -I can show how believers put their beliefs into practice in different ways (e.g. different denominations and sects). |
| **Belonging- to a faith and to other believers.**  **-**Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally  What does it mean to belong?  How and why are religious celebrations important to people?  How and why do symbols express religious meaning?  Why, where and how do people worship?  Why are some occasions sacred to believers?  What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?  How and why are religious and spiritual ideas expressed and in the ways they are? |

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| **Behaving- in a way that is required by the texts and teachings of each faith**  **-**Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally  What can people learn from religious leaders and teachers?  Why and how are people influenced and inspired by others?  What influences the ways people behave and what is expected of a person in following a religion or belief?  How do religious families and communities practise their faith, and what contributions do they make to local life?  How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? |  | -I can identify some elements of practice that arise from these beliefs. | -I can give examples of how beliefs are linked to worship and prayer. | -I can describe how beliefs influence worship and lifestyle. | -I can describe the beliefs that have the greatest impact on practice. | -I can describe the actions of believers in their communities, locally and globally that arise from their beliefs. | I can show how inspiration might play a part in how believers interpret the texts. |
| **Reflecting and Responding**  **Making Links**  Comparing and contrasting, evaluating and appraising and making connections to their own and others’ lives | -I can talk about my own experiences in the light of religious knowledge gained  -I can express my own opinion appropriately  -I can talk about the differences that beliefs make to the way believers live  -I can make simple comparisons to others and my own life | | -I can raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society  -I can make links between the teachings of religious figures and current leaders  -I can suggest how the stories and teachings studied might make a difference to the way the pupils think and behave | | -I can identify the key ideas from the faiths studied so far that believers may find helpful or inspiring  -I can weigh up the impact that believers’ actions have on communities, locally and globally and comment on how positive this may be  -I can compare the religious ideas to the opportunities and problems of the wider world | |