

Religion: Progression of Skills



EYFS	Believing	Expressing	Living
<p>Nursery</p>	<p>Be able to show why I am special.</p> <p>Be able to show who is special to me.</p> <p>Be able to show why someone or something is special to me.</p> <p>Be able to suggest why someone else is special.</p>	<p>Begin to suggest what makes a good friend.</p> <p>Know how to make someone feel welcome.</p> <p>Recognise some Special Places I have learned about.</p>	<p>Begin to recognise examples or artefacts of belief or faith within our community.</p> <p>Begin to recognise Special books or stories connected to faiths or beliefs that have been explored with others.</p> <p>Begin to explore and describe special events in the natural world.</p>

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<p>Reception</p>	<p>Be able to talk about some religious stories they have explored.</p> <p>Be able to identify some of their own feelings in the stories they hear.</p> <p>Recognise some religious words (e.g. about God) and identify a sacred text (e.g. Bible, Qur'an)</p> <p>Be able to describe simple teachings from the religions they are learning about (e.g. saying thank you or keeping promises from Christianity).</p> <p>Be able to explain why following simple teachings from a religion can have a positive impact.</p>	<p>Be able to give examples of special occasions.</p> <p>Suggest features of a good celebration.</p> <p>Recall simple stories they have explored, connected with Christmas or Easter and a festival from another faith.</p> <p>Be able to explain why a festival from a specific faith they have learned about would be a special time for a member of that faith.</p>	<p>Be able to express ideas about how to look after living things responsibly.</p> <p>Be able to talk about their own experiences and feelings about the world.</p> <p>Be able to talk about things they find interesting, puzzling or wonderful. Be able to re-tell stories, talking about what they say about the World, God or Human beings.</p> <p>Be able to talk about what people do to mess up the world and what they do to look after it.</p>

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KS1	Believing	Expressing	Living
<p>Year 1</p>	<p>Be able to recall and name different beliefs and practices.</p> <p>Be able to describe the meaning of different festivals, styles of worship, rituals and ways of life.</p> <p>Recognise some different symbols and actions which express a community's way of life.</p>	<p>Be able to identify some similarities between different religions and worldviews.</p> <p>Sensitively describe similarities between different religions and worldviews.</p> <p>Ask and respond to questions about what individuals and communities do.</p>	<p>Begin to express their ideas and opinions in response to questions of right and wrong (found in historical events, stories and tales).</p> <p>Respond with their own thoughts and ideas to examples of cooperation between people who are different.</p>
<p>Year 2</p>	<p>Identify some similarities between the symbols and actions of a community.</p> <p>Retell and suggest meanings to some religious and moral stories.</p> <p>Make connections between some religious and moral stories and the traditions they come from.</p>	<p>Be able to recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Use what they have learned to identify what difference belonging to a community might make.</p>	<p>Be able to describe how communities and individuals demonstrate belonging, meaning and truth through their actions.</p> <p>Be able to express their own ideas and opinions in response (using words, music, art or poetry) to demonstrations of belonging, meaning and truth.</p>

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	Believing	Expressing	Living
LKS2	<p>Describe and make connections between different features of the religions and worldviews they study, and reflect on their significance.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating.</p>	<p>Explain, with reasons, the meaning and significance to individuals and communities of the religions and worldviews they study.</p> <p>Understand and describe the challenges of committing to a community of faith or belief.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions (about belonging, meaning, purpose and truth)</p> <p>Apply ideas of their own in different forms including reasoning, music, art and poetry.</p>
UKS2	<p>Describe a range of beliefs, symbols and actions that they have explored.</p> <p>Show how they understand different ways of life and ways of expressing meaning.</p> <p>Respond thoughtfully to a range of sources that show aspects of different communities.</p>	<p>Explore, consider and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Understand and describe the challenges of committing to a community of faith or belief.</p> <p>Be able to suggest why belonging to a community may be valuable to that community or themselves.</p>	<p>Discuss their own and others' ideas about ethical questions (including ideas about what is right and wrong and what is just and fair).</p> <p>Express and apply their own ideas clearly in response through different forms.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.</p> <p>Respond thoughtfully to ideas about community, values and respect.</p>