



Fishegate RE Progression of Skills Document

Year Group	Understanding the world: People and communities				
EYFS	<p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • 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. • Enjoys joining in with family customs and routines. • Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not 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. <p>Development Matters ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 				
	Learning about religion			Learning from religion	
	Understanding beliefs and teachings	Understanding practices and lifestyles	Understanding how beliefs are conveyed	Reflecting	Understanding values

<p>KS1 Year 1 & 2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> recognise, name and describe some religious artefacts and places <input type="checkbox"/> recognise features of religious life and practice religious stories <input type="checkbox"/> retell religious stories <input type="checkbox"/> identify some religious beliefs and teachings 	<ul style="list-style-type: none"> <input type="checkbox"/> recognise, name and describe some religious artefacts and places <input type="checkbox"/> recognise features of religious life and practice <input type="checkbox"/> identify some religious practices; know that some are characteristic of more than one religion <input type="checkbox"/> identify how religion and belief are expressed in different ways 	<ul style="list-style-type: none"> <input type="checkbox"/> recognise some religious symbols and words <input type="checkbox"/> name some religious symbols <input type="checkbox"/> explain the meaning of some religious symbols <input type="checkbox"/> suggest meanings in religious stories and language used 	<ul style="list-style-type: none"> <input type="checkbox"/> identify things important in own life and compare these to religious beliefs <input type="checkbox"/> identify aspects of own experience and feelings in religious stories studied <input type="checkbox"/> identify things they find interesting or puzzling in religious materials studied <input type="checkbox"/> ask questions about their own and others' feelings and experiences <input type="checkbox"/> realise that some questions that cause people to wonder are difficult to answer <input type="checkbox"/> respond sensitively to the experiences and feelings of others, including those with a faith 	<ul style="list-style-type: none"> <input type="checkbox"/> identify what is of value and concern to self through religious material studied <input type="checkbox"/> identify examples of when had to make own choices <input type="checkbox"/> explain how actions affect others; understand the term 'morals' <input type="checkbox"/> respond sensitively to the values and concerns of others, in relation to matters of right and wrong
<p>LKS2 Year 3 & 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the key teaching and belief of the religions studied <input type="checkbox"/> refer to religious figures and holy books to explain answers <input type="checkbox"/> identify similarities and difference 	<ul style="list-style-type: none"> <input type="checkbox"/> identify religious artefacts and buildings; explain how and why they are used <input type="checkbox"/> explain some of the religious practices of both religious leaders and individuals 	<ul style="list-style-type: none"> <input type="checkbox"/> identify religious symbolism in literature and the arts <input type="checkbox"/> make links between religious symbols, language and stories and the beliefs or ideas that underlie them 	<ul style="list-style-type: none"> <input type="checkbox"/> understand that personal experiences and feelings influence attitudes and actions <input type="checkbox"/> compare aspects of own experiences and those of others, identifying what influences own life 	<ul style="list-style-type: none"> <input type="checkbox"/> discuss and give opinions on stories involving moral dilemmas <input type="checkbox"/> explain how beliefs about right and wrong affect people's behaviour

	<p>between religions and beliefs</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the key beliefs and teachings of the religions studied <input type="checkbox"/> identify connections between beliefs and teachings within each religion studied <input type="checkbox"/> describe similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> <input type="checkbox"/> describe how some features of the religions studied are used in festivals and practices <input type="checkbox"/> understand the ways of belonging to religions and what these involve <input type="checkbox"/> identify and describe the impact of beliefs and practices on individuals, groups and communities <input type="checkbox"/> comment on connections between questions, beliefs, values and practices 	<p>show how religious beliefs, ideas and feelings can be expressed in a variety of forms, using appropriate vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> give meanings for some symbols, stories and religious language 	<ul style="list-style-type: none"> <input type="checkbox"/> compare own and other people's ideas about questions that are difficult to answer <input type="checkbox"/> investigate and connect features of religions and beliefs ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers <input type="checkbox"/> give some reasons why religious figures may have acted as they did <input type="checkbox"/> ask questions about puzzling aspects of life/experiences and suggest answers, making reference to the teaching of religions studied <input type="checkbox"/> gather, select and organize ideas about religions and beliefs 	<ul style="list-style-type: none"> <input type="checkbox"/> make links between values and commitments, including religious ones, and own attitudes/behaviour <input type="checkbox"/> describe how some of the values held by communities or individuals affect behaviour and actions <input type="checkbox"/> ask questions about matters of right and wrong: suggest answers that show understanding of moral and religious issues
<p>UKS2 Year 5 & 6</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain how some teaching and beliefs are shared between religions 	<ul style="list-style-type: none"> <input type="checkbox"/> show an understanding of the role of a spiritual leader <input type="checkbox"/> explain how 	<ul style="list-style-type: none"> <input type="checkbox"/> explain some of the different ways that individuals show their beliefs 	<ul style="list-style-type: none"> <input type="checkbox"/> recognise and express feelings about own identities (relating these to 	<ul style="list-style-type: none"> <input type="checkbox"/> express own values and remain respectful of those with different values

	<ul style="list-style-type: none"> <input type="checkbox"/> explain how religious beliefs shape the lives of individuals and communities <input type="checkbox"/> recognise and explain the impact of beliefs on individuals and communities <input type="checkbox"/> make comparisons between the key beliefs, teachings and practices of the religions studied <input type="checkbox"/> explain how some beliefs and teachings make a difference to the lives of individuals and communities <input type="checkbox"/> use religious and philosophical terminology and concepts to explain religions, practices and beliefs 	<p>selected features of religious life and practice make a difference to the lives of individuals and communities</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain connections between questions, beliefs, values and practices in different belief systems <input type="checkbox"/> compare and contrast the lifestyles of different faith groups <input type="checkbox"/> give reasons why some within the same faith may adopt different lifestyles <input type="checkbox"/> explain the significance of practices of faiths to the lives of individuals and communities <input type="checkbox"/> explain some of the opportunities and challenges offered by the variety of religions and beliefs in the contemporary world 	<ul style="list-style-type: none"> <input type="checkbox"/> explain how some forms of religious expression are used differently by individuals and communities <input type="checkbox"/> compare the different ways in which people of faith communities express their faith <input type="checkbox"/> explain the reasons for and effects of diversity within and between religions, beliefs and cultures 	<p>religious beliefs or teachings)</p> <ul style="list-style-type: none"> <input type="checkbox"/> make informed responses to questions of identity, experience, meaning and purpose based on learning (using relevant sources and evidence) <input type="checkbox"/> explain own ideas about the answers to ultimate questions <input type="checkbox"/> suggest lines of enquiry to address questions raised by the study of religions and beliefs <input type="checkbox"/> discuss and express own views on questions of identity, meaning, purpose and morality (relating these to a range of faiths) <input type="checkbox"/> explain why own answers to ultimate questions may differ from those of others <input type="checkbox"/> identify the influences on different viewpoints within religions and beliefs 	<ul style="list-style-type: none"> <input type="checkbox"/> make informed responses to people's values and commitments (including religious ones) based on learning <input type="checkbox"/> recognize and explain diversity within religious expression, using appropriate concepts <input type="checkbox"/> show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules) <input type="checkbox"/> explain why different religious communities or individuals may have a different view of what is right/wrong <input type="checkbox"/> use different techniques appropriately to reflect deeply on people's values and commitments (including religious ones)
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