

Progression of skills for Religious Education

EYFS Reception **People and Communities**

30-50months

Shows interest in the lives of people who are familiar to them.

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.

40-60months

Enjoys joining in with family customs and routines.

ELG

Children talk about past and present events in their own lives and in 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.

Exceeding

They know that other children have different likes and dislikes and that they may be good at different things.

They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

Progression of skills for Religious Education

	Year 1	Year 2	End of KS1 expectations
AT 1	<p>To use some religious words and phrases to recognise and name features of religious life & practice.</p> <p>To recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p> <p>To retell religious stories and suggest meanings for religious actions and symbols.</p> <p>To show awareness of similarities in religions.</p> <p>To identify how religion is expressed in different ways</p>	<p>To use a developing religious vocabulary to describe some key features of religions.</p> <p>To retell religious stories and suggest meanings for religious actions and symbols.</p> <p>To show awareness of similarities in religions.</p> <p>To make links between beliefs and sources, including religious stories and sacred texts.</p> <p>To begin to identify the impact religion has on believer's lives.</p> <p>To describe some forms of religious expression.</p>	<p>To use a developing religious vocabulary to describe some key features of religions.</p> <p>To retell religious stories and suggest meanings for religious actions and symbols.</p> <p>To show awareness of similarities in religions.</p> <p>To make links between beliefs and sources, including religious stories and sacred texts.</p> <p>To begin to identify the impact religion has on believer's lives.</p> <p>To describe some forms of religious expression.</p>
AT2	<p>To talk about their own experiences and feelings, what they find interesting or puzzling.</p> <p>To talk about and what is of value and concern to themselves and to others.</p> <p>To ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>In relation to matters of right and wrong, they recognise their own point of view and those of others.</p>	<p>To recognise that some questions cause people to wonder and are difficult to answer.</p> <p>To ask important questions about religion and beliefs, making links between their own and others' responses.</p> <p>To identify what influences them, making links between aspects of their own and others' experiences.</p> <p>To make links between values and commitments, and their own attitudes and behaviour.</p>	<p>To recognise that some questions cause people to wonder and are difficult to answer.</p> <p>To ask important questions about religion and beliefs, making links between their own and others' responses.</p> <p>To identify what influences them, making links between aspects of their own and others' experiences.</p> <p>To make links between values and commitments, and their own attitudes and behaviour.</p>