

| Strand   | EYFS  | KS1  | LKS2   | UKS2  |
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| 1. Beliefs and teaching<br><i>Understanding the key teachings of various religions (what do they believe?)</i>   | Retell a religious story (the Nativity).<br><br>Understand that the word "God" is important to some people. | Know some of the parables. Explain what the parables teach a Christian.<br><br>Know some key teachings of other world religions.   | Explain some of the key teachings and beliefs of various religions.<br><br>Begin to make links between the beliefs and teachings of two or more religions. | Present the key teachings and beliefs of various religions.<br><br>Make links between the teachings of two or more religions.<br><br>Explain how beliefs shape the lives of believers.  |
| 2. Practices and Lifestyle<br><i>Understanding the day to day lives and practices of various religions, including places of worship and artefacts used. (How do they practice their religion?)</i> | Name some religious places and practices.<br><br>Name some religious festivals/celebrations.                | Recognise and name some religious places, practices and artefacts.<br><br>Say how some religious places and artefacts are used.<br><br>Explain how some religious practices might give a sense of belonging. | Recognise, name and describe some religious places, practices and artefacts.<br><br>Explain the reasons behind some religious practices.                   | Explain the practices and lifestyles involved in belonging to a faith community.<br><br>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.<br><br>Show an understanding of the role of a spiritual leader. |
| 3. How beliefs are conveyed<br><i>Understanding how books, scriptures and other important</i>  | Name some religious symbols.<br>Know where some religious stories come from.                                | Explain the meaning of some religious symbols.<br><br>Name some holy books/scriptures and know   | Explain the deeper meaning of some religious symbols.<br><br>Identify some religious symbolism in art/literature   | Have some understanding of where people believe holy books/scriptures have come from.   |

Rose Hill Primary School

Progression of Skills

Subject: Religious Education

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| <p><i>means of communication are used to convey beliefs</i></p>  |  | <p>that these are important to some people.</p>  | <p>Explain how actions can convey a belief.</p>   | <p>Explain why holy books/scriptures are important to someone</p> <p>Explain some of the other ways people show their belief to others (dress/diet)</p>   |
| <p>4. Reflect<br/><i>Appreciate how religion plays an important part in the lives of some people/ their own life</i></p> | <p>Recognise and describe a special time or event for friends/family or for themselves.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>Reflect on what makes them unique and precious.</p> | <p>Identify the things that are important in their life and compare these to religious beliefs.</p> <p>Ask questions about puzzling aspects of life.</p>     | <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Give some reasons why religious figures may have acted as they did.</p> <p>Ask questions that have no universally agreed answers and reflect on how someone's belief might help them to answer these questions.</p> | <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>Explain their own ideas about the answers to ultimate questions.</p> <p>Explain why their own answers to ultimate questions may differ from those of others.</p> |
| <p>5. Values<br/><i>Understand how values are an important aspect in the lives of some people</i></p>                    | <p>Explain how actions affect others.</p> <p>Show an understanding of the term 'morals'.</p>   | <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Describe how some of the values held by communities or individuals affect</p> | <p>Explain how some of the values held by communities or individuals affect behaviour and actions (reconciliation).</p>   | <p>Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>Show an awareness of morals and right and wrong</p>  |

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|  | Identify times when they have to make their own choices in life. (caring for the world) | behaviour and actions (forgiveness) | Discuss and give opinions on stories with moral dilemmas. | beyond rules (i.e. wanting to act in a certain way despite rules).<br><br>Express their own values and remain respectful of those with different values. |
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