



Swainswick RE progression of skills



EYFS	KS1	LKS2	UKS2
<p>Personal, Social and Emotional Development (Self confidence and awareness): Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Personal, Social and Emotional Development (managing feelings and behaviour): Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Personal, Social and Emotional Development (making relationships): Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Understanding the world (people and communities): Children talk about events in their own lives and the lives of family members. They know</p>	<p>AT 1 – Knowledge and understanding</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship and rituals 1.3 Retell some religious and moral stories from sacred writings specified in the key content, recognising the traditions from which they come Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life Identify what difference belonging to a faith community might make Observe and recount different ways of expressing identity and belonging to faith groups, including wearing clothing and symbols and taking part in acts of worship Pupils present ideas about two different religions using key words for each faith studied, including naming the place of worship, two symbols or artefacts found there, one key figure and one core belief Consider responses to big questions from different religious traditions and worldviews Give examples of co-operation from different religious traditions Identify how different religions answer questions of right and wrong <p>AT2 – Reflection and response</p> <ul style="list-style-type: none"> Suggest meanings behind different beliefs and practices Suggest meanings of some religious and moral stories specified in the key content Appreciate some similarities between faith communities Ask and respond to questions about what individuals and faith communities do, and why 	<p>AT 1 – Knowledge and understanding</p> <ul style="list-style-type: none"> Describe and make connections between different features of religions, including celebrations, worship and the rituals which mark birth and marriage Describe and show understanding of links between stories, beliefs and practices of faith communities specified in the key content Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship specified in the key content Show understanding of how beliefs, practices and forms of expression influence individuals and communities Show understanding of the challenges of commitment to a community of faith Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places Present their own and others' views to challenging questions about belonging, meaning, purpose and truth Identify ways in which diverse communities can live together for the wellbeing of all Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair <p>AT2 – Reflection and response</p> <ul style="list-style-type: none"> Reflect on the significance for faith members of participating in celebrations, worship and the rituals which mark birth and marriage 	<p>AT 1 – Knowledge and understanding</p> <ul style="list-style-type: none"> Describe and make connections between different features of religions, including celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage Describe and show understanding of links between stories, beliefs and practices of faith communities specified in the key content Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship specified in the key content Show understanding of how beliefs, practices and forms of expression influence individuals and communities Show understanding of the challenges of commitment to a community of faith Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places Present their own and others' views to challenging questions about belonging, meaning, purpose and truth Identify ways in which diverse communities can live together for the wellbeing of all Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair <p>AT2 – Reflection and response</p> <ul style="list-style-type: none"> Reflect on the significance for faith members of participating in celebrations, worship,

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.

Understanding the world (the world):

Children know about similarities and differences in relation to places and objects.

- Respond sensitively to expressions of belonging to faith groups
- Notice and respond sensitively to some similarities between different religions and worldviews
- Express their own ideas and opinions using words, music, art or poetry
- Respond with ideas to examples of co-operation from different religious traditions
- Express their ideas and opinions in response to questions of right and wrong

- Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities **specified in the key content**
- Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship **specified in the key content**
- Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities
- Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives
- Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places
- Apply ideas of their own to challenging questions in different forms including reasoning, music, art and poetry
- Respond thoughtfully to ideas about community, values and respect
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

- pilgrimages and the rituals which mark birth, death and marriage
- Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities specified in the key content
- Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship specified in the key content
- Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities
- Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives
- Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places
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Progression of Attainment

		Attainment target 1: Learning about religions. (Knowledge and understanding of:)			Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:)		
	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2)	Year 4 (Lower KS2)	Year 5 (Upper KS2)	Year 6 (Upper KS2)
<p>Generic skills:</p> <p>Pupils:</p> <p>AF1: Thinking about religion and belief</p>	•	<ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs 	<ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
<p>AF2: Pupils: Enquiring, investigating and interpreting</p>		<ul style="list-style-type: none"> identify what they find interesting and puzzling in life recognize symbols and other forms of religious expression 	<ul style="list-style-type: none"> recognise that some questions about life are difficult to answer ask questions about their own and others' feelings and experiences identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> gather, select, and organise ideas about religion and belief suggest answers to questions raised by the study of religions and beliefs suggest meanings for a range of forms of religious expression using appropriate vocabulary 	<ul style="list-style-type: none"> suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and beliefs using relevant sources and evidence. Recognize and explain diversity within religious expression, using appropriate vocabulary and concepts. 	<ul style="list-style-type: none"> identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious and spiritual expression

Progression of skills

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Religion and belief</u>	<ul style="list-style-type: none"> • talk about some religious stories • identify some of their own feelings in the stories they hear • get to know and use appropriate words to talk about their thoughts and feelings 	<ul style="list-style-type: none"> • recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> • retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways • identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> • make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> • comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs 	<ul style="list-style-type: none"> • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> • use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
<u>Enquiring, investigating and interpreting</u>	<ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • think about the wonders of the natural world, expressing ideas and feelings 	<ul style="list-style-type: none"> • identify what they find interesting and puzzling in life • recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> • identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • interpret the significance and impact of different forms of religious and spiritual expression

<u>Beliefs and teachings</u>	<ul style="list-style-type: none"> • retell stories, talking about what they say about the world, God and human beings 	<ul style="list-style-type: none"> • recount outlines of some religious stories 	<ul style="list-style-type: none"> • retell religious stories & identify some religious beliefs and teachings 	<ul style="list-style-type: none"> • describe some religious beliefs and teachings of religions studied, and their importance 	<ul style="list-style-type: none"> • describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions 	<ul style="list-style-type: none"> • explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> • make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary
<u>Practices and lifestyles</u>	<ul style="list-style-type: none"> • be aware that some religious people have places which have special meaning for them <ul style="list-style-type: none"> • recognise a place of worship • talk about the things that are special/valued in a place of worship 	<ul style="list-style-type: none"> • recognise features of religious life and practice 	<ul style="list-style-type: none"> • identify some religious practices, and know that some are characteristic of more than one religion 	<ul style="list-style-type: none"> • describe how some features of religions studied are used or exemplified in festivals and practices 	<ul style="list-style-type: none"> • show understanding of the ways of belonging to religions and what these involve 	<ul style="list-style-type: none"> • explain how selected features of religious life and practice make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> • explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
<u>Expression and language</u>	<ul style="list-style-type: none"> • recognise some religious words e.g. God 	<ul style="list-style-type: none"> • recognise some religious symbols and words 	<ul style="list-style-type: none"> • suggest meanings in religious symbols, language and stories 	<ul style="list-style-type: none"> • make links between religious symbols, language and stories and the beliefs or ideas that underlie them 	<ul style="list-style-type: none"> • show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language 	<ul style="list-style-type: none"> • explain how some forms of religious expression are used differently by individuals and communities 	<ul style="list-style-type: none"> • compare the different ways in which people of faith communities express their faith.