



Templefield Lower School

Progression of Skills in Religious Education EYFS, KS1 and KS2

Key Skills	Pre School	EYFS	Year 1	Year 2	Year 3	Year 4
Making Sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts, understanding what these beliefs mean within in traditions: recognising how and why sources of authority (such as texts) are used and expressed and interpreted in different ways: and developing skills of interpretation.	Understanding the world: Children will continue to develop positive attitudes about the differences between people.	Understanding the world: Children talk about members of their immediate family and community. Children will name and describe people who are familiar to them. Children will understand the past through settings, characters and events encountered in books read in class and storytelling. Personal, Social and emotional development: Children will show sensitivity to their own and others' needs.	Recall, remember, name and talk about simple beliefs, stories and festivals. Suggest what stories and other texts mean to believers. •	Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers.	Recall core beliefs and concepts and suggest what they mean. Discuss how stories show what people believe. Recall what texts mean to believers and suggest what they may mean.	Identify and describe the core beliefs and concepts studied. Make clear links between texts / sources of wisdom and authority and the core concepts studied. Offer informed suggestions about what texts / sources of wisdom and authority can mean, and give examples of what these sources mean to believers.
Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of expressing meaning.	Personal, Social and emotional development: Children will develop their sense of responsibility and membership of a community.	Understanding the world: They understand that some places are special to members of their community. Children will talk about the lives of the people around them and their roles in society. Personal, Social and emotional development:	Observe, notice and recognise simple aspects of religion in their own communities. Begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes.	Give examples of how people use stories, texts and teachings to guide their beliefs and outcomes. Give examples of ways in which believers put their beliefs into practice.	Discuss how people use stories, texts and teachings to guide their beliefs and outcomes. Suggest how people show their beliefs in how they worship and in the ways they live. Identify ways in which believers put their beliefs into practice.	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the ways they live. Identify some differences in how people put their beliefs into practice.

		Children will think about the perspectives of others.				
Making connections Evaluating, reflecting on and connecting the key concepts and questions studied, so that all pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking: and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.		Personal, Social and emotional development: Children will see themselves as a valuable individual. Understanding the world: Children will recognise that people have different beliefs and celebrate special times in different ways. Children will 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.	Begin to find out about and link religions and beliefs. Begin to suggest questions about religions and beliefs.	Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for the views they have and the connections they make.	Suggest answers to key questions they have created. Suggest links between some of the beliefs and practices studied and life in the world today.	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make.