

Foundation Subject Skills Progression Document For: **RELIGIOUS EDUCATION**



Micklem Primary School

RE Skills Progression

Category 1: Beliefs and Practices

Category 1: Beliefs and Practices								
Milestone 1	Y 1	Y 2	Milestone 2	Y 3	Y 4	Milestone 3	Y 5	Y 6
<p>Give at least three examples of different beliefs and practices (festivals, worship, rituals and ways of life).</p> <p>Explain some meanings behind different beliefs and practices.</p>			<p>Describe, make connections and reflect on some religious beliefs and practices studied.</p> <p>Describe how celebrations and key moments in life are marked and begin to compare with own experiences.</p>			<p>Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary.</p> <p>Compare how celebrations and key moments in life are marked by different communities.</p>		

Category 2: Sources of Wisdom

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Milestone 1	Y 1	Y 2	Milestone 2	Y 3	Y 4	Milestone 3	Y 5	Y 6
<p>Retell and suggest meanings to some religious and moral stories.</p> <p>Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.</p>			<p>Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.</p> <p>Develop an understanding of the impact of sacred writings and sources of wisdom on individual believers.</p>			<p>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom.</p> <p>Recognise and understand the impact of sacred writings and sources of wisdom within different communities and on individual believers.</p>		

Category 3: Symbols and Actions

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Milestone 1	Y 1	Y 2	Milestone 2	Y 3	Y 4	Milestone 3	Y 5	Y 6
<p>Give at least three examples of symbols and actions explaining how and why they express religious meaning.</p> <p>Notice some similarities between communities.</p>			<p>Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.</p> <p>Describe some similarities between communities.</p>			<p>Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities.</p> <p>Identify and describe similarities and differences between and within communities.</p>		

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Category 4: Prayer, Worship and Reflection

Milestone 1	Y 1	Y 2	Milestone 2	Y 3	Y 4	Milestone 3	Y 5	Y 6
<p>Explore how and where worshippers connect to prayer and worship.</p> <p>Participate in periods of stillness and reflection.</p>			<p>Describe why and where worshippers connect to prayer and worship.</p> <p>Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</p>			<p>Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</p> <p>Participate in periods of stillness and quiet thought and where appropriate express personal reflections and impact of practice on mental health.</p>		

Category 5: Identity and Belonging

Milestone 1	Y 1	Y 2	Milestone 2	Y 3	Y 4	Milestone 3	Y 5	Y 6
<p>Discuss how groups express who they are and how individuals belong to communities including faith groups.</p> <p>Describe what a leader does and why.</p>			<p>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them.</p> <p>Explore how some religious people are guided by their religious leaders.</p>			<p>Show and express insights into the challenges of individual commitment, belonging and faith.</p> <p>Raise questions on guidance and leadership in their own and others' lives.</p>		

Category 6: Ultimate Questions

Milestone 1	Y 1	Y 2	Milestone 2	Y 3	Y 4	Milestone 3	Y 5	Y 6
<p>Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.</p>			<p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</p>			<p>Present a range of views and answers to challenging questions about belonging, meaning and truth.</p>		

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Category 7: Human Responsibilities and Values

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Milestone 1	Y 1	Y 2	Milestone 2	Y 3	Y 4	Milestone 3	Y 5	Y 6
<p>Tell stories and share real life examples of how people show care and concern for humanity and the world.</p> <p>Think, talk and ask questions about why people show care and concern for humanity and the world.</p>			<p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p> <p>Use personal responses to challenge how individual and collective responsibility is shaped by faith and belief.</p>			<p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.</p> <p>Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</p>		

Category 8: Justice and Fairness

Category 8: Justice and Fairness								
Milestone 1	Y 1	Y 2	Milestone 2	Y 3	Y 4	Milestone 3	Y 5	Y 6
<p>Explore moral stories and consider what is right and wrong, just and fair.</p> <p>Identify some rules in their lives.</p>			<p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p>Explain the influence of rules.</p>			<p>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p> <p>Debate the importance and influence of rules, considering who sets the rules and who can change them.</p>		

RE Skills Progression

EYFS Skills Progression

Personal, Social and Emotional Development (Self-Confidence and Self-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.
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.
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.
Understanding The World (People and Communities)	Children talk about events in their own lives and 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.
Understanding The World (The World)	Children know about similarities and differences in relation to places and objects.