


Religious Education – Progression of Skills
Marlborough Primary Academy

RE Progression – NC - EYFS & KS1

	End of EYFS	RE Element	End of Key Stage 1
Communication & Language	<ul style="list-style-type: none"> • Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. • They use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. • They talk about how they and others show feelings. • They develop their own narratives in relation to stories they hear from different communities. 	Element 1 Making Sense of Beliefs	<ul style="list-style-type: none"> • identify 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
Personal Social Emotional Development	<ul style="list-style-type: none"> • Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. • They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. • They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • Children think and talk about issues of right and wrong and why these questions matter. • They respond to significant experiences showing a range of feelings when appropriate. • They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others. • Children have a developing respect for their own cultures and beliefs, and those of other people. • They show sensitivity to others' needs and feelings, and form positive relationships. 	Element 2 Understanding the Impact	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice
Understanding the World	<ul style="list-style-type: none"> • Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs. 	Element 3 Making Connections	<ul style="list-style-type: none"> • 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

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Expressive Art and Design	<ul style="list-style-type: none"> • Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings. • They respond in a variety of ways to what they see, hear, smell, touch and taste. 		
Literacy	<ul style="list-style-type: none"> • Children are given access to a wide range of books, poems and other written materials to ignite their interest. 		
Mathematics	<ul style="list-style-type: none"> • Children recognise, create and describe some patterns, sorting and ordering objects simply. 		

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RE Progression – NC - LKS2 & UKS2

RE Element	End of Lower Key Stage 2	End of Upper Key Stage 2
Element 1 Making Sense of Beliefs	<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2 Understanding the Impact	<ul style="list-style-type: none"> • 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 way they live • identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Element 3 Making Connections	<ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make 	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <ul style="list-style-type: none"> • reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make