

Religious Education Progression of Skills: EYFS, KS1, LKS2 and UKS2

	ELG:	EYFS:	Area	KS1: I can...	Lower KS2: I can...	Upper KS2: I can...
Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	To be 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	Beliefs and Teachings	describe the main beliefs of a religion describe the main festivals of a religion.	describe the key teachings and beliefs of a religion begin to compare the main festivals of world religions refer to religious figures and holy books	recognise and explain how some teachings and beliefs are shared between religions explain how religious beliefs can shape the lives of individuals and contribute to society
	Managing Feelings and Behaviour	To 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	Rituals, ceremonies and lifestyles	recognise, name and describe religious artefacts, places and practices explain religious rituals and ceremonies and the meaning of them, including their own experiences of them observe when practices and rituals are featured in more than one religion or lifestyle	identify religious artefacts and how they are involved in daily practices and rituals explain religious ceremonies and rituals and their importance for people's lives and sense of belonging describe religious buildings and how they are used	explain practices and lifestyles associated with belonging to a faith explain practices and lifestyles associated with belonging to a non-religious community compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles show an understanding of the role of a spiritual leader
	Making Relationships	To play cooperatively, 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	How beliefs are expressed	name religious symbols and the meaning of them learn the name of important religious stories retell religious stories and suggest meanings in the story	begin to identify religious symbolism in different forms of art and communication looking at holy texts and stories, explain meaning in a story express their beliefs in different forms, with respect for others' beliefs and comparing beliefs	explore religious symbolism in literature and the arts explain some of the different ways individuals show their beliefs share their opinion or express their own belief with respect and tolerance for others
Understanding the World	People and Communities	To talk about past and present events in their own lives and in 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	Reflection and personal growth	identify things that are important in their lives ask questions about the puzzling aspects of life understand that there are similarities and differences between people	understand that personal experiences and feelings can influence their attitudes and actions offer suggestions about why religious and non-religious leaders and followers have acted the way they have ask questions that have no agreed answers, and offer suggestions as answers to those questions understand that there are similarities and differences between people and respect those differences	recognise and express feelings about their identities and beliefs explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers explain why their answers may be different from someone else's and respond sensitively
	The World	To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another	Values	look at how values affect a community and individuals explain how actions can affect other people understand that they have their own choices to make and begin to understand the concept of morals	make informed choices and understand the consequences of choices describe how shared values in a community can affect behaviour and outcomes discuss and give opinions on morals and values, including their own	explain why individuals and communities may have similar and differing values show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences express their own values while respecting the values of others