

# **RE Skills Coverage and Progression**



## **EYFS**

Religious Education provides excellent opportunities for children to develop and practise their learning through role play, story, speaking and listening and developing and expressing their own views and opinions whilst listening to and learning from the views of others.

### **Possible topic areas we will explore within RE are:**

Myself  
Other people  
How I live  
How other people live  
Belonging  
Important things  
Important experiences  
Religious stories and what they mean.  
Exploring belief  
Celebrations

## **Nursery**

### **Understanding the World**

#### *People and Communities*

- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experiences.
- To recognise and describe special times or events for family or friends.
- To show interest in different occupations and ways of life.
- To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.

#### *The World*

- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- To talk about why things happen and how things work.

#### **Skills:**

Children will:

Notice differences between people. Continue developing positive attitudes about the differences between people.

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.

#### **Key Vocabulary**

Christian God Jesus disciple Bible baptism baptised/christened Christmas Story Mary Joseph Angel Kings Shepherds Star Creation earth nature/natural world

## **Reception**

### **Understanding the World**

#### *People and Communities*

- To enjoy joining in with family customs and routines.
  - 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

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know about similarities and differences between themselves and others, and among families, communities and traditions.

### *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.

#### **Skills:**

Children will:

Understand that some places are special to members of their community.

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.

Recognise that people have different beliefs and celebrate special times in different ways.

#### **Key Vocabulary**

Christian God Jesus disciple Bible baptism baptised/christened Christmas Story Mary Joseph Angel Kings Shepherds Star Creation earth nature/natural world

### **Y1/2**

#### **Beliefs and teachings from various religions**

Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.

Children can:

- describe the main beliefs of a religion;
- describe the main festivals of a religion.

#### **Rituals, ceremonies and lifestyles from various religions**

Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.

Children can:

- 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.

#### **How beliefs are expressed**

Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.

Children can:

- name religious symbols and the meaning of them;



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- learn the name of important religious stories;
- retell religious stories and suggest meanings in the story.

### **Time to reflect and personal growth**

Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.

Children can:

- 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.

### **Values (in own and others' lives)**

Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

Children can:

- 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.

### **Skills**

Children can:

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; identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging; look at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and compare beliefs; understand that personal experiences and feelings can influence their attitudes and actions; 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.

### **Key Vocabulary**

Church Bible priest/vicar The Lord's Prayer miracle lectern chalice Bible The Old Testament The Lost Son The Lost Sheep The Good Samaritan belong/belonging Christian Church

### **Y3/4**

### **Beliefs and teachings from various religions**

Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.

Children can:

- describe the key teachings and beliefs of a religion;

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- begin to compare the main festivals of world religions;
- refer to religious figures and holy books.

### **Rituals, ceremonies and lifestyles from various religions**

Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.

Children can:

- identify religious artefacts and how they are involved in daily practices and rituals;
- describe religious buildings and how they are used;
- explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.

### **How beliefs are expressed**

Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.

Children can:

- 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.

### **Time to reflect and personal growth**

Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.

Children can:

- 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.

### **Values (in own and others' lives)**

Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.

Children can:

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- 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.

### **Skills**

Children can:

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; identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging; look at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and compare beliefs; understand that personal experiences and feelings can influence their attitudes and actions; 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.

### **Key Vocabulary**

Beliefs Symbols Rituals Ceremonies Faith Sacred Judaism Sikhism Buddhism Holy books Christianity Prayer Worship Christmas Story/Nativity Light Angel Gabriel shrine Mandir Murti Bhajan Guyatri Mantra

### **Y5/6**

#### **Beliefs and teachings from various religions**

Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.

Children can:

- 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.

#### **Rituals, ceremonies and lifestyles from various religions**

Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.

Children can:

- 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

#### **How beliefs are expressed**

Children continue to explore the expression of beliefs through books, scriptures, art and any

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other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.

Children can:

- 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.

### **Time to reflect and personal growth**

Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then 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.

Children can:

- 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.

### **Values (in own and others' lives)**

Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship.

Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.

Children can:

- 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.

### **Skills**

Children can:

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; explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; show an understanding of the role of a spiritual leader; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others; 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; explain why individuals and communities may have similar and differing values; show an awareness of



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morals, question morals and demonstrate an ability to make choices, understanding the consequences; express their own values while respecting the values of others.

### **Key Vocabulary**

Beliefs Symbols Rituals Ceremonies Faith Sacred Judaism Sikhism Buddhism Holy books  
Christianity Prayer Worship  
Code for living fairness justice forgiveness freedom values peacemaker