



Drybrook School Progression of Skills: RE

EYFS RE	Understanding the world	Personal, social and emotional
Willow	<ul style="list-style-type: none"> ➤ Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> ➤ Develop their sense of responsibility and membership of a community
Holly Reception	<ul style="list-style-type: none"> ➤ Talk about members of their immediate family and community. ➤ Name and describe people who are familiar to them. ➤ Understand that some places are special to members of their community. ➤ Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> ➤ See themselves as a valuable individual. ➤ Think about the perspectives of others.
By the end of the foundation stage	<p>Past and present Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People and Communities 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.</p>	<p>Building relationships Show sensitivity to their own and others' needs.</p>

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RE	Making sense of beliefs	Understanding impact	Making connections	Personal Growth and reflection
Y1	<ul style="list-style-type: none"> ➤ describe the main beliefs of a religion; ➤ describe the main festivals of a religion. ➤ Begin to retell religious stories 	<ul style="list-style-type: none"> ➤ Begin to recognise, name and describe religious artefacts, places and practices; 	<ul style="list-style-type: none"> ➤ understand that they have their own choices to make and begin to understand the concept of morals. ➤ explain how actions can affect other people. 	<ul style="list-style-type: none"> ➤ 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.
Y2	<ul style="list-style-type: none"> ➤ name religious symbols and the meaning of them; ➤ learn the name of important religious stories; ➤ retell religious stories and suggest meanings in the story 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ explore 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. 	<ul style="list-style-type: none"> ➤ 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
Vocabulary				
End of phase outcomes for KS1	<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 	<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 	<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 	<ul style="list-style-type: none"> ➤ Understand that there are similarities and differences between people.

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KS2 RE	Making sense of beliefs	Understanding impact	Making connections	Personal Growth and reflection
Y3	<ul style="list-style-type: none"> ➤ identify and describe the core beliefs and concepts studied ➤ begin to offer suggestions about what texts/sources of authority can mean ➤ discuss and give opinions on morals and values, including their own. 	<ul style="list-style-type: none"> ➤ make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> ➤ explore the expression of beliefs through books, scriptures, art and other important means of communication. ➤ explore a range of beliefs, symbols and actions to express meaning. ➤ Begin to explain meaning in a holy story; 	<ul style="list-style-type: none"> ➤ express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. ➤ Begin to understand that there are similarities and differences between people and respect those differences. ➤ make informed choices and understand the consequences of choices;
Y4	<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 key concepts studied ➤ discuss and give opinions on morals and values, including their own. 	<ul style="list-style-type: none"> ➤ 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"> ➤ begin to identify religious symbolism in different forms of art and communication; ➤ explain meaning in a holy story; ➤ explore how an appreciation of religion plays an important role in the lives of some people. 	<ul style="list-style-type: none"> ➤ 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.
RE end of phase outcomes for Year 3 and 4	Identify and describe the core beliefs and concepts studied <ul style="list-style-type: none"> • 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 	make simple links between stories, teachings and concepts studied and how people live, individually and in communities <ul style="list-style-type: none"> • 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 	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly <ul style="list-style-type: none"> • 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
Vocabulary				
Y5	<ul style="list-style-type: none"> ➤ recognise and explain how some teachings and beliefs are shared between religions; 	<ul style="list-style-type: none"> ➤ explain practices and lifestyles associated with belonging to a faith; 	<ul style="list-style-type: none"> ➤ compare lifestyles of different faiths and give reasons why some people within the same faith 	<ul style="list-style-type: none"> ➤ recognise and express feelings about their identities and beliefs; ➤ explain their own opinions about tricky concepts and tricky

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	<ul style="list-style-type: none"> ➤ begin to understand religious symbolism in literature and the arts; 	<ul style="list-style-type: none"> ➤ explain practices and lifestyles associated with belonging to a non-religious community; ➤ begin to show an understanding of the role of a spiritual leader. 	<p>choose to adopt different lifestyles;</p> <ul style="list-style-type: none"> ➤ begin to show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; 	<p>questions that have no universally agreed answers;</p> <ul style="list-style-type: none"> ➤ explain why their answers may be different from someone else's and respond sensitively.
Y6	<ul style="list-style-type: none"> ➤ develop an understanding of the expression of beliefs through books, scriptures, art and any other important means of communication ➤ explain how religious beliefs can shape the lives of individuals and contribute to society. 	<ul style="list-style-type: none"> ➤ explain some of the different ways individuals show their beliefs; ➤ show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> ➤ 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; 	<ul style="list-style-type: none"> ➤ share their opinion or express their own belief with respect and tolerance for others ➤ express their own values while respecting the values of others..
Vocabulary				
Year 5 and 6	<p>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>	<p>make clear connections between what people believe and how they live, individually and in communities</p> <p>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</p>	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p>	<p>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</p>