

**Old Park Primary School RE Skills Progression:**

Each RE unit has its own criteria for achieving these skills (found in The Sandwell Agreed Syllabus for RE 2018 -2023)

Highlighted statements show progression or new learning. Statements that are not highlighted show reviewed learning.

Making Sense of Beliefs					
Y1	Y2	Y3	Y4	Y5	Y6
Recall, name and talk about simple beliefs, stories and festivals eg	Identify beliefs, describe them simply, give examples, suggest meanings.	Identify and explain how different beliefs are held by different people	Describe beliefs and concepts, connecting them to texts. Suggesting examples and meanings	Recognise how some beliefs are interpreted in different ways.	Explain and give meanings for core texts and beliefs. Compare different ideas.

  

Understanding Impact					
Y1	Y2	Y3	Y4	Y5	Y6
Observe, notice and recognise simple aspects of religion in their own communities	Give examples of what difference it makes to believe in a religion	Identify how people express their religion in a range of ways	Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship	Identify how religion affects people's lives: personally, in the community and globally.	Use evidence and examples to show how and why beliefs make a difference to life

  

Making Connections					
Y1	Y2	Y3	Y4	Y5	Y6
Begin to find out about religions and beliefs.	Think, talk and ask questions about religions and beliefs for themselves	Explore and reflect on key questions	Suggest answers to questions, including their own ideas about the differences religions make to life	Compare and contrast different ideas, interpretations or expressions	Connect their own reflections and views, to the religions and beliefs they study, developing insights

EYFS		
<b>Communication and Language</b> <ul style="list-style-type: none"> <li>• Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions</li> <li>• They use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources</li> <li>• They talk about how they and others show feelings</li> <li>• They develop their own narratives in relation to stories they hear from different communities.</li> </ul>	<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>• Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect</li> <li>• 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</li> <li>• They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable</li> <li>• Children think and talk about issues of right and wrong and why these questions matter</li> <li>• They respond to significant experiences showing a range of feelings when appropriate</li> <li>• They have a developing awareness of their own needs, views and feelings and be sensitive to those of others</li> <li>• Children have a developing respect for their own cultures and beliefs, and those of other people</li> <li>• They show sensitivity to others' needs and feelings, and form positive relationships.</li> <li>• Understanding the World</li> <li>• Children talk about similarities and differences between themselves and others, among families, communities and traditions</li> <li>• They begin to know about their own cultures and beliefs and those of other people</li> <li>• They explore, observe and find out about places and objects that matter in different cultures and beliefs.</li> </ul>	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>• Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings</li> <li>• They respond in a variety of ways to what they see, hear, smell, touch and taste.</li> <li>• Literacy</li> <li>• Children are given access to a wide range of books, poems and other written materials to ignite their interest.</li> </ul>