

Killigrew Religious Education Skills Progression



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and practices	Shows interest in the lives of those who are familiar to them. Shows interest in different ways of life. Knows that some things make them unique.	Explores different ways of living, including beliefs and festivals Enjoys joining in with family customs and routines. Appreciates that other children don't always have the same interests and beliefs and are sensitive to this.	Gives at least one example of belief and practice, such as a festival, worship and/or ritual. Shares the meaning behind a festival and/or ritual.	Gives at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life. Explains the meanings behind these practices.	Describes (using specific religious vocabulary) the impact of celebrations and key moments in life in some religious communities.	Describes, makes connections and reflects on religious beliefs and practices studied, including how celebrations and key moments in life are marked.	Using religious vocabulary, compares two examples of celebrations marking key points in life's journey including pilgrimage.	Describes, makes connections and reflects on religious and world views studied. Uses specific religious vocabulary linked to how celebrations and key moments in life are marked by different communities.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sources of wisdom	Listens and responds to religious and moral stories.	Listens and responds to religious stories.	Responds to religious and moral stories.	Retells religious and moral stories.	Raises questions and suggests meanings to three examples	Shows awareness of, describes and interprets a range of	Demonstrates an understanding of the impact of sources of	Shows awareness of, responds to and interprets a range of

	<p>Joins in class discussions about similarities and differences within families.</p> <p>Listens to external visitors & parents who visit the school to share their beliefs and family customs.</p>		<p>Begins to raise questions about some sources of wisdom and their origins.</p>	<p>Thinks, talks and asks questions about sacred writings, sources of wisdom and the traditions from which they come.</p>	<p>of either religious and moral stories, sacred writings or sources of wisdom.</p> <p>Identifies the faith traditions from which these come and their impact on followers.</p>	<p>stories, sacred writings, psalms, poems, hymns, prayers and artefacts.</p> <p>Develops an understanding of the impact on individual believers.</p>	<p>wisdom on individuals.</p> <p>Gives examples of how these connect to different communities.</p>	<p>stories, sacred writings and sources of wisdom.</p> <p>Recognises and understands the impact of these writings within different communities and on individual beliefs.</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Symbols and actions	<p>Begins to discuss religious customs and practices such as praying.</p>	<p>Communicates about people, places and religious symbols and artefacts that are important to them, such as talking about how their family celebrates birthdays.</p>	<p>Gives at least one example of a religious symbol or action and explains how it is used.</p>	<p>Gives at least three examples of symbols.</p> <p>Explains how and why symbols express religious meaning.</p> <p>Notices some similarities between communities.</p>	<p>Describes how religious beliefs, symbolic expression and actions can communicate meaning to individual followers.</p> <p>Describes some similarities between two faith communities.</p>	<p>Explains how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.</p> <p>Describes some similarities between communities.</p>	<p>Describes how a range of beliefs, symbolic expression and actions can communicate meaning to individuals.</p> <p>Identify some similarities and differences between and within two communities.</p>	<p>Compares how and why a range of beliefs expression and actions communicate different meanings to individuals within communities.</p> <p>Identifies and describes similarities and differences</p>

								between and within communities.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prayer, worship and reflection	<p>Communicates (through talk or gesture) about prayer.</p> <p>Experiences periods of stillness and reflection.</p>	<p>Communicates (through talk or gesture) about prayer.</p> <p>Experiences periods of stillness and reflection.</p>	<p>Talks about how and where some worshippers pray.</p> <p>Responds to periods of stillness and reflection.</p>	<p>Explores how and where worshippers connect to prayer and worship.</p> <p>Participates in periods of stillness and reflection</p>	<p>Asks and answers questions about places of prayer and worship.</p> <p>Explores the impact they might make on faith communities.</p>	<p>Describes why and where worshippers connect to prayer and worship.</p> <p>Participates in periods of stillness and quiet thought.</p> <p>Expresses personal reflections.</p>	<p>Explains why, where and how, worshippers connect to prayer and worship.</p> <p>Actively engages in periods of stillness</p> <p>Describes their reflective experiences.</p>	<p>Through enquiry and experience, demonstrates worshippers' connection to prayer, faith and sacred spaces.</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identity and belonging	<p>Begins to show an understanding that others may believe different things.</p> <p>Talks about what makes them unique and special including their</p>	<p>Shows awareness of things and people that matter to them and link this to learning in Religious Education.</p> <p>Talks about past and present events in their own lives and in</p>	<p>Talks about things and people that matter to them and how people belong to groups (including faith groups).</p>	<p>Talks with others about how groups express who they are and how individuals belong to communities (including faith groups).</p> <p>Describes what a leader</p>	<p>Gives two examples of how individuals show that they belong to a faith community.</p> <p>Recognises how some religious people are guided by their</p>	<p>Shows an understanding of some of the challenges individuals face when belonging to a faith community.</p> <p>Explores how some religious people are guided by their</p>	<p>Recognises the challenges of commitment for individuals belonging to a living faith.</p> <p>Raises questions on how faith today is shaped by identity, religious guidance and</p>	<p>Shows and expresses insights into the challenges of individual commitment, belonging and faith.</p> <p>Raises questions on guidance and leadership in</p>

	faith / family customs.	the lives of family members. Knows about similarities and differences between themselves and others, and among families, communities and traditions.		does and why they do it.	religious leaders.	religious leaders.	leadership (both past and present).	their own and others' lives.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ultimate questions	Begins to use imagination and curiosity to develop their wonder of the world and ask questions about it.	Uses imagination and curiosity to develop their wonder of the world and ask questions about it.	Demonstrates their curiosity about the wonder of the world. Asks and begins to respond to a range of questions about the world.	Asks and answers a range of 'how' and 'why' questions about belonging, meaning and truth. Expresses their own ideas and opinions.	Through creative media, expresses an understanding of a range of ultimate questions. Reflects on questions that are difficult to answer.	Responds to a range of challenging 'if' and 'why' questions about making sense of the world. Expresses and explores personal reflections.	Raises challenging questions and suggests answers including a range of perspectives from different faiths and belief groups.	Presents a range of views and answers to challenging questions about belonging, meaning and truth.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human responsibility and values	Shows care and kindness to those around them.	Explores how people show concern for each other and the	Responds to faith stories and examples of showing care and	Tells stories and shares real life examples of how people	Recognises the importance of showing care and	Illustrates how diverse communities can live together	Describes the diversity of local and national communities.	Explains how diverse communities can live together

	Shows an understanding of the school values and ethos.	world around them.	concern for humanity and the world.	show care and concern for humanity and the world. Thinks, talks and asks questions about why people act in a humanitarian way.	responsibility for the world, Identifies the shared values in two communities.	respectfully (sharing the same important values and sense of responsibility).	Identifies some shared communal values and responsibilities.	(identifying common values, justice, respect and shared human responsibility). Uses personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Justice and fairness	Follows the boundaries within the class / school. Understands that actions have consequences. Begins to take responsibility for own actions understanding that they affect others.	Understands and explains what is right, wrong and fair. Understands that own actions affect other people. Talk about how they and others show feelings. Talks about their own and others' behaviour, and its consequences.	Responds to moral stories and demonstrates what it means to be right and wrong, just and fair.	Explains the influence of rules. Explores moral stories and considers what is right and wrong, just and fair.	Explores moral stories and reflects on why individuals make choices about what is right and wrong, just and fair.	Considers and discusses questions on matters that are important in the world (including choices about what is right and what is wrong).	Identifies and describes how people with religious and world views make choices about what is right and wrong.	Evaluates and asks challenging questions, applying their own and others ideas about responsibility and what is right and wrong. Considers the possible effects of different moral choices.

		Knows that some behaviour is unacceptable.						
--	--	--------------------------------------------------	--	--	--	--	--	--

KILLIGREW PRIMARY SCHOOL