

RE progression in skills at St. Margaret's Academy

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's 2017 EYFS Profile, RE can provide many opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity.

The ideas below are drawn from both the Early Years Outcomes and the Early Learning Goals.

Communication and language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

Personal, social and emotional development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- 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.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.
- They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

- Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

	Making sense of beliefs	Understanding the impact	Making Connections.
	Making sense of beliefs	Understanding the impact	Making connections

	Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.
Year 1	<p>Begin to identify core beliefs and concepts studied and give a simple description of what they mean. (INVESTIGATING) With support give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>To give some clear, simple accounts of what stories and other texts mean to believers (INTERPRETING)</p>	<p>With support give examples of how people use stories, texts and teachings to guide their beliefs and actions (INTERPRETING)</p> <p>give simple examples of ways in which believers put their beliefs into practice (REFLECTING)</p>	<p>Have opportunities to think, talk and ask questions about whether the ideas they have been studying, have something to say to them (INVESTIGATE & EXPRESSING)</p> <p>give a simple reason for the views they have and the connections they make (APPLYING)</p>
Year 2	<p>identify core beliefs and concepts studied and give a simple description of what they mean (INVESTIGATING) give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>give clear, simple accounts of what stories and other texts mean to believers (INTERPRETING)</p>	<p>give examples of how people use stories, texts and teachings to guide their beliefs and actions (INTERPRETING)</p> <p>give examples of ways in which believers put their beliefs into practice (REFLECTING)</p>	<p>think, talk and ask questions about whether the ideas they have been studying, have something to say to them (INVESTIGATING & EXPRESSING)</p> <p>give a good reason for the views they have and the connections they make (APPLYING)</p>
Year 3	<p>identify and describe some of the core beliefs and concepts studied (INVESTIGATING & EXPRESSING)</p> <p>Start to make clear links (APPLYING) between texts/sources of authority and the core concepts studied</p> <p>Begin to offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers (INTERPRETING)</p>	<p>Start to make simple links between stories, teachings and concepts studied and how people live, individually and in communities (APPLYING)</p> <p>Describe simply how people show their beliefs in how they worship and in the way they live (REFLECTING)</p> <p>With support be able to identify some differences in how people put their beliefs into practice ((ANALYSING & DISCERNING)</p>	<p>Start to make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly (APPLYING & EXPRESSING)</p> <p>Be able to raise some important questions and suggest some answers about how far the beliefs and practices studied might make a difference to how pupils think and live (INVESTIGATING & EMPATHISING)</p> <p>give some good reasons for the views they have and the connections they make (APPLYING & ANALYSING)</p>
Year 4	<p>identify and describe the core beliefs and concepts studied</p>	<p>make simple links between stories, teachings and concepts studied and</p>	<p>make links between some of the beliefs and practices studied and life in the world today, expressing some</p>

	<p>(INVESTIGATING & EXPRESSING)</p> <p>make clear links between texts/sources of authority and the core concepts studied (APPLYING)</p> <p>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers (INTERPRETING)</p>	<p>how people live, individually and in communities (APPLYING)</p> <p>describe how people show their beliefs in how they worship and in the way they live (REFLECTING)</p> <p>identify some differences in how people put their beliefs into practice (ANALYSING & DISCERNING)</p>	<p>ideas of their own clearly ((APPLYING & EXPRESSING)</p> <p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live ((INVESTIGATING & EMPATHISING)</p> <p>give good reasons for the views they have and the connections they make(APPLYING & ANALYSING)</p>
Year 5	<p>identify and begin to explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions (INVESTIGATING & EXPRESSING)</p> <p>Begin to describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts (REFLECTING)</p> <p>Be able to give some meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority (INTERPRETING)</p>	<p>Begin to make clear connections between what people believe and how they live, individually and in communities (APPLYING)</p> <p>be able to use some evidence and examples, to show how and why people put their beliefs into practice in different ways, e.g. indifferent communities, denominations or cultures (DISCERNING & SYNTHESISING)</p>	<p>make some connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) (SYNTHESISING & EVALUATING)</p> <p>reflect on and articulate some lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (EMPATHISING & ANALYSING)</p> <p>Begin to consider and weigh up how ideas studied 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 (DISCERNING)</p>
Year 6	<p>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions (INVESTIGATING & EXPRESSING</p> <p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts (REFLECTING)</p> <p>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority (INTERPRETING)</p>	<p>make clear connection)between what people believe and how they live, individually and in communities(APPLYING)</p> <p>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. indifferent communities, denominations or cultures (DISCERNING & SYNTHESISING)</p>	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) (SYNTHESISING & EVALUATING)</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 (EMPATHISING & ANALYSING)</p> <p>consider and weigh up how ideas studied 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 (DISCERNING)</p>

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
<p>Investigating – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • asking relevant questions • knowing how to use different types of sources as ways of gathering information • knowing what may constitute evidence for understanding religion(s). 	<ul style="list-style-type: none"> • Ask increasingly deep and complex questions about religion. • Use a widening range of sources to pursue answers. • Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. • Evaluate a range of responses to the questions and issues they study.
<p>Reflecting – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • reflecting on religious beliefs and practices and ultimate questions • reflecting upon feelings, relationships, and experiences • thinking and speaking carefully about religious and spiritual topics. 	<ul style="list-style-type: none"> • Describe how action and atmosphere makes them feel. • Experience the use of silence and thoughtfulness in religion and in life. • Take increasing account of the meanings of experience and discern the depth of questions religion addresses. • Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
<p>Expressing – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • explaining concepts, rituals and practices • identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media. 	<ul style="list-style-type: none"> • Explain what words and actions might mean to believers. • Articulate their own reactions and ideas about religious questions and practices. • Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative. • Explain in words and other ways their own responses to matters of deep conviction.
<p>Interpreting – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • drawing meaning from, for example artefacts, works of art, poetry and symbols • interpreting religious language • suggesting meanings of religious texts. 	<ul style="list-style-type: none"> • Say what an object means, or explain a symbol. • Use figures of speech or metaphors to speak creatively about religious ideas. • Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. • Clarify and express the role of interpretation in religion and life.
<p>Empathising – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. 	<ul style="list-style-type: none"> • See with sensitivity how others respond to their actions, words or behaviour. • Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. • Imagine with growing awareness how they would feel in a different situation from their own. • Identify thoughtfully with other people from a range of communities and stances for life.
<p>Applying – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • using RE learning in new situations • making the association between religions and individual community, national and international life • identifying key religious values and their connections with secular values. 	<ul style="list-style-type: none"> • Recognise religious materials and take note of their details and style. • See links and simple connections between aspects of religions. • Make increasingly subtle and complex links between religious material and their own ideas. • Apply learning from one religious context to new contexts with growing awareness and clarity. • Synthesise their learning from different religious sources and their own ideas.
<p>Discerning – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • developing insight into personal experience and religion • exploring the positive and negative aspects of religious and secular beliefs and ways of life 	<ul style="list-style-type: none"> • Experience the awe and wonder of the natural world and of human relations. • Be willing to look beyond the surface at underlying ideas and questions.

<ul style="list-style-type: none"> • relating learning to life • making thoughtful judgements about the personal value of religious beliefs and practices. 	<ul style="list-style-type: none"> • Weigh up the value religious believers find in their faith with insight, relating it to their own experience. • Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
<p>Analysing – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact • distinguishing between the features of different religions • recognising similarities and distinctiveness of religious ways of life. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. • Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. • Analyse the religious views encountered with fairness, balance, empathy and critical rigour.
<p>Synthesising – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole • making links between religion and human experience, including the pupil's own experience. 	<ul style="list-style-type: none"> • Notice similarities between stories and practices from religions. • Use general words to describe a range of religious practice and teaching. • Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions. • Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
<p>Evaluating – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • debating issues of religious significance with reference to experience, evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience • drawing conclusions which are balanced, and related to evidence, dialogue and experience. 	<ul style="list-style-type: none"> • Talk about what makes people choose religious ways of life. • Describe how religious people show the importance of symbols, key figures, texts or stories. • Weigh up with fairness and balance the value they see in a range of religious practices. • Evaluate skilfully some religious responses to moral issues, and their own responses.

