



Whaddon CofE School

RE Progression Skills

EYFS - In the Early Years Foundation Stage (EYFS), teachers will provide opportunities for child initiated learning and plan adult led learning focusing on the background, experience and needs of the children, ensuring that you introduce experiences that help the children in their Understanding of the World. The Areas of Learning and specific Early Learning Goals (2021) towards which RE can make an explicit contribution are:

Communication and Language	Literacy	Understand the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding ELG: Speaking	ELG: Comprehension ELG: Writing	ELG: Past and Present ELG: People, Culture and Communities. <ul style="list-style-type: none"> 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	ELG: Creating with Materials ELG: Being Imaginative and Expressive

	Skill	KS1 (Year 1 and 2)	Lower KS2 (Year 3 and 4)	Upper Key Stage 2 (Year 5 and 6)
Pupil Experience	Identify	Pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this.	Pupils learn to identify what is most important to them in terms of people places celebrations and beliefs.	Pupils identify their own responses to some of the big questions that life can throw at us.
	Explore	Pupils learn how to find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed.	Pupils learn to ask thoughtful and searching questions about their own views about what is important to them and why.	Pupils ask thoughtful and searching questions about their own responses to some of the Ultimate Questions raised through the material studied.
	Contextualise	Pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class.	Pupils compare and contrast their own views with those of others in the class.	Pupils compare and contrast their own response with those of others in the class.
	Reflect	Pupils learn to think about their experience and the feelings related and to see how these affect themselves and others.	Pupils think about how these different 'values' affect their own and other peoples' lives.	Pupils consider all however views are situ or different us from others and why this might be the case.



Religious/Worldwide context	Investigate	Pupils learn about related experiences and concepts within the religions explored.	Pupils learn how to inquire into what do religions and traditions hold to be most important and how these are expressed personally and, in the community.	Pupils learn how to enquire into the religious and non-religious beliefs, practises, and concepts and to explore what they reveal about different responses to ultimate questions.
	Contextualise	Pupils learn to see the religious experience in the context of the beliefs and practises of the religion being explored and the feelings that arise from them for believers.	Pupils relate religious beliefs to the practises, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions.	Pupils relate religious beliefs to the practises, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions.
	Reflect	Pupils learn to think about the religious experience and concepts and their significance to the believers and to see how these make a difference to how they live.	Pupils learn to consider what is important to religious people through their exploration of religious beliefs concepts and practises and how these compare with their own.	Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions.
	Respond	Pupils learn how to express sensitively and in a variety of ways their own views about the religious experiences and concepts.	Pupils explain their responses to the beliefs and practises giving reasons for their views.	Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions.
	Synthesise	Pupils learn to identify similarities and differences between their own experience and the religious beliefs practises and concepts they have explored.	Pupils think about what the beliefs and practises show about what is important to human beings.	Pupils relate to the religious beliefs concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values, and way of living in the light of these.
Universal Human Experience	Reflect	Pupils learn to think about what they can take from their learning about the religions to help them understand their own experience feelings and beliefs.	Pupils reflect on what they have learned about what people and communities see as of great importance in life.	Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities, and experience.
	Apply	Pupils relate the religious experience, beliefs, and concepts they have explored to their own lives and think about how their own ideas have developed.	Pupils consider how their views on what is important in life may have developed through their study of these religions and world views.	Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.