

RE Progression of Skills and Knowledge (KS1)



EYFS

Year 1 and 2

Beliefs and teachings (what people believe)

Children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.

recount outlines of some religious stories

retell religious stories and identify some religious beliefs and teachings

Practices and lifestyles (what people do)

recognise features of religious life and practice

identify some religious practices, and know that some are characteristic of more than one religion

Expression and language (how people express themselves)

recognise some religious symbols and words

suggest meanings in religious symbols, language and stories

Identity and experience (making sense of who we are)

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

identify aspects of own experience and feelings, in religious material studied

respond sensitively to the experiences and feelings of others, including those with a faith

Meaning and purpose (making sense of life)

identify things they find interesting or puzzling, in religious materials studied

realise that some questions that cause people to wonder are difficult to answer

Values and commitments (making sense of right and wrong)		<p>identify what is of value and concern to themselves, in religious material studied</p> <p>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>
--	--	--