



RE Skills Progression

	End of EYFS	Milestone 1 (End of KS1)	Milestone 2 (End of Y4)	Milestone 3 (End of Y6)
To understand beliefs and teachings	Recognises and describes special times or events for family or friends.	Describe some of the teachings of a religion. <ul style="list-style-type: none">• Describe some of the main festivals or celebrations of a religion.	<ul style="list-style-type: none">• Present the key teachings and beliefs of a religion.• Refer to religious figures and holy books to explain answers.	<ul style="list-style-type: none">• Explain how some teachings and beliefs are shared between religions.• Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	Enjoys joining in with family customs and routines.	Recognise, name and describe some religious artefacts, places and practices.	<ul style="list-style-type: none">• Identify religious artefacts and explain how and why they are used.• Describe religious buildings and explain how they are used.• Explain some of the religious practices of both clerics and individuals.	<ul style="list-style-type: none">• Explain the practices and lifestyles involved in belonging to a faith community.• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.• Show an understanding of the role of a spiritual leader.



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<p>To understand how beliefs are conveyed</p>		<p>Name some religious symbols.</p> <ul style="list-style-type: none"> • Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.
<p>To reflect</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <ul style="list-style-type: none"> • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <ul style="list-style-type: none"> • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers 	<p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <ul style="list-style-type: none"> • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
<p>To understand values</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Identify how they have to make their own choices in life.</p> <ul style="list-style-type: none"> • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).



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			<ul style="list-style-type: none">• Discuss and give opinions on stories involving moral dilemmas.	<ul style="list-style-type: none">• Express their own values and remain respectful of those with different values.
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