



Ellingham and Woodton Primary Federation

Skills Progression Grid for R.E.



Year Group	THEOLOGY: Where Beliefs Come From	THEOLOGY: How beliefs change over time	THEOLOGY: How beliefs relate to each other	THEOLOGY: How beliefs shape the way believers see the world
Reception	<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 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 			
Year 1	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview	N/A	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Give an example of how _____ use beliefs to guide their daily lives
Year 2	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief	N/A	Recognise that some beliefs connect together and begin to talk about these connections.	Give different examples of how _____ beliefs influence daily life
Year 3	Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority	Recognise that beliefs are influenced by events in the past and present	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others
Year 4	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority	Identify events in history and society which have influenced some religious and non-religious worldviews	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others

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Year 5	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers	Describe how events in history and society have influenced some religious and non-religious worldviews	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others
Year 6	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers	Explain how events in history and society have influenced some religious and non-religious worldvie	Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

Year Group	PHILOSOPHY: The nature of knowledge, meaning & experience	PHILOSOPHY: How and whether things make sense	PHILOSOPHY: Issues of right and wrong, good and bad
Reception	<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 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 		
Year 1	Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them	Give a simple reason using the word 'because' when talking about religion and belief	Using religious and belief stories to talk about how beliefs impact on how people behave
Year 2	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them	Give a reason to say why someone might hold a particular belief using the word 'because'	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.

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	Talk about what people mean when they say they 'know' something.		
Year 3	Recognise that there are many different religious and nonreligious answers to questions people raise about the world around them Talk about the difference between knowing and believing.	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas
Year 4	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to use philosophical vocabulary when discussing issues relating to truth, reality, and knowledge.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief Give reasons for more than one point of view, providing pieces of evidence to support these views	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.
Year 5	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.	Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.
Year 6	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.

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Year Group	HUMAN/SOCIAL SCIENCES: The diverse nature of the religion	HUMAN/SOCIAL SCIENCES: Diverse ways in which people practice and express beliefs	HUMAN/SOCIAL SCIENCES: The ways in which beliefs shape individual identity, and impact on communities and society and vice versa
Reception	<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 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 		
Year 1	Recognise that people have different beliefs and that some people follow religions and others nonreligious worldviews	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.
Year 2	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify evidence of religion and belief, especially in the local area.	identify ways in which beliefs can have an impact on a believer's daily life, their family or local community
Year 3	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.
Year 4	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.

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Year 5	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs
Year 6	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

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