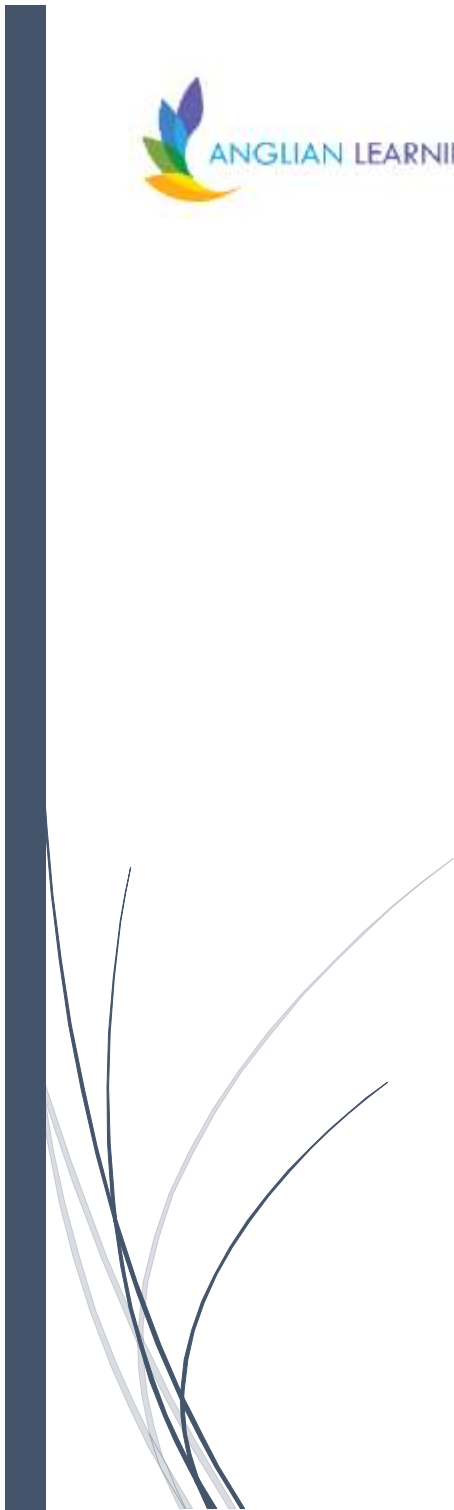




# Marleigh Primary Academy

Religious Education Skills Progression





**Development Matters – Non-statutory Curriculum Guidance for EYFS  
Marleigh Primary Academy  
Religious Education**



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

| <b>Birth to Three Years Old</b>   | <b>Three and Four Years Old</b>  | <b>Children in Reception</b>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> |

**EYFS Statutory Framework  
Early Learning Goal: Religious Education**

**Children at the expected level of development will:**

- 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, nonfiction texts and (when appropriate) maps.

| Threshold Concept                         | Milestone 1<br>Years 1 and 2   | Milestone 2<br>Years 3 and 4  | Milestone 3<br>Years 5 and 6  |
|---|--|---|---|
| <b>Understand beliefs and teachings</b>   | <p>Through the study of the main stories of Christianity and at least one other religion, children will:</p> <ul style="list-style-type: none"> <li>• Be able to name some of the teachings of a religion, such as ‘Muslims visit a mosque to pray’.</li> <li>• Name and briefly describe some of the main festivals or celebrations of a religion, such as ‘Christmas in the celebration of Jesus’ birth’.</li> </ul> | <p>Through the continued study of the beliefs, festivals and celebrations of Christianity and at least one other religion, children will:</p> <ul style="list-style-type: none"> <li>• Talk about the key teachings and beliefs of a religion.</li> <li>• Name religious figures and holy books when discussing their ideas and explaining their answers.</li> </ul>                    | <p>Have studied two religions in depth and three of the major sixth religions well enough to gain a brief outline, children will:</p> <ul style="list-style-type: none"> <li>• Explain some of the similarities that exist between the beliefs and teachings of world religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>  |
| <b>Understand practices and lifestyle</b> | <p>By developing an understanding of the day to day practices of a religion, children will:</p> <ul style="list-style-type: none"> <li>• Be able to associate certain place names, such as ‘Bethlehem’ with a story they have heard.</li> <li>• Recognise, name and describe religious artefacts, such as ‘a cross’, with being a symbol of Christianity</li> </ul>  | <p>RE lessons will continue to explore the practices and lifestyles of religions, children will:</p> <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul> | <p>Building on previous knowledge, RE lessons will deepen understanding relating to practices and lifestyles in religions, children will:</p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul> |

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| <p><b>Understand how beliefs are conveyed</b></p> | <p>Through the use of religious books, readings and artefacts, children will have the opportunity to understand how religious messages are conveyed, children will:</p> <ul style="list-style-type: none"> <li>• Be able to identify and name religious symbols, such as a cross</li> <li>• explain the meaning of some religious symbols such as</li> </ul>   | <p>Through the continued exploration of different methods of communication, children will:</p> <ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts, this could be through stained glass windows, illustrations in Bible stories</li> </ul>   | <p>As children’s understanding of different religions continues, children will:</p> <ul style="list-style-type: none"> <li>• Be able to explain some of the different ways that individuals show their beliefs</li> </ul>  |
| <p><b>Reflect</b></p>                             | <p>Learning in RE will encourage an appreciation of how religion plays an important role in the lives of some people, as well as opportunities to reflect on their own thoughts and beliefs, children will:</p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul> | <p>Further opportunities to reflect on both religious teachings and their own beliefs will support children to:</p> <ul style="list-style-type: none"> <li>• Be able to show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul> | <p>Reflecting on how religion plays an important part in the lives of some people, children will:</p> <ul style="list-style-type: none"> <li>• Be able to recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul>            |
| <p><b>Understand Values</b></p>                   | <p>Through discussions children will be encouraged to develop an appreciation of values and how believing and following values can be an important for many people. Children will explore how to:</p> <ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others, linking to our school values of kindness, respect, resilience and courage.</li> </ul>   | <p>Through developing a deeper understanding and appreciation, children will:</p> <ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people’s behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>                                  | <p>With continued study of world religions, children will:</p> <ul style="list-style-type: none"> <li>• Be able to explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Show an understanding of the term 'morals'.</li></ul> |  |  |
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