



**RE Skills progression**

**EYFS** – RE supports the development of The Early Learning Goals for Understanding the World

**By the end of EYFS**

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

ELG: Talk about the lives of the people around them and their roles in society.

Compare and contrast characters from stories, including figures from the past.

ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understand that some places are special to members of their community.

ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Recognise that people have different beliefs and celebrate special times in different ways.

ELG: 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.

Explore the natural world around them.

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.

See themselves as a valuable individual.

ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Express their feelings and consider the feelings of others.

ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.

Think about the perspectives of others.

ELG: Show sensitivity to their own and to others' needs.

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# ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL



## Believing and Belonging units

	By the end of KS1	By the end of LKS2	By the end of UKS2
<b>Pathway 1:</b> Nature of Religion and Belief	<ul style="list-style-type: none"> <li>• Can tell the difference between ordinary everyday things and things that some 'people call 'sacred', 'holy' or 'special'.</li> <li>• Understand that many people belong to religions/worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify some shared characteristics of some religions e.g. Creator God.</li> <li>• Beginning to recognise different traditions within religions/worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices.</li> </ul>
<b>Pathway 2:</b> Expressing Beliefs	<ul style="list-style-type: none"> <li>• Can recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings.</li> <li>• Can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe and explain how some people express their feelings through art, music and dance.</li> <li>• Can give examples of music, art and dance from different traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can show how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.</li> </ul>
<b>Pathway 3:</b> A Good Life	<ul style="list-style-type: none"> <li>• Can identify characteristics in the lives of people who are held as examples by religions/worldviews.</li> <li>• Can identify and suggest meanings for the teachings about right and wrong from different religions/worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some role models/ leaders of religions and worldviews.</li> <li>• Know how values of right and wrong are shared across different religions/worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how certain people who are regarded as role models put their teachings and values into practice. They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life.</li> </ul>

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<p><b>Pathway 4:</b> Personal Journey</p>	<ul style="list-style-type: none"> <li>• Can give examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life.</li> <li>• Can retell a story about someone whose experience or encounter changed their life.</li> </ul>	<ul style="list-style-type: none"> <li>• Can give examples of amazing, puzzling or mysterious experiences from a wider range of religions/worldviews.</li> <li>• Can compare stories about people whose experience or encounter changed their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.</li> </ul>
<p><b>Pathway 5:</b> Influence and Authority</p>	<ul style="list-style-type: none"> <li>• Can identify evidence of religions/worldviews in their community. They understand that religions/worldviews do not have the same importance for all people and all places.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why festivals and seasons are celebrated and how these may be celebrated in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples to show how communities are influenced by their traditional religions/worldviews. They understand that different religions/worldviews, in different combinations, are influential in different countries.</li> </ul>
<p><b>Pathway 6:</b> The Big Picture</p>	<ul style="list-style-type: none"> <li>• Can identify some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions.</li> <li>• Can tell the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall stories from different traditions and explain how these affect people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how people from different religions/worldviews express what they understand about the world through stories.</li> </ul>

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## Understanding Christianity units

	By the end of KS1	By the end of LKS2	By the end of UKS2
<b>ELEMENT 1:</b> Making sense of the text	<ul style="list-style-type: none"> <li>Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.</li> <li>Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.</li> <li>Give clear, simple accounts of what the texts mean to Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Order at least five key concepts within a timeline of the Bible's 'big story'.</li> <li>List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.</li> <li>Make clear links between biblical texts and the key concepts studied.</li> <li>Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</li> <li>Identify at least five different types of biblical texts, using technical terms accurately.</li> <li>Explain connections between biblical texts and the key concepts studied, using theological terms.</li> <li>Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> </ul>
<b>ELEMENT 2:</b> Understanding the impact	<ul style="list-style-type: none"> <li>Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.</li> <li>Give at least three examples of how Christians put their beliefs into practice in church worship.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</li> <li>Describe how Christians show their beliefs in worship and in the way they live.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.</li> <li>Show how Christians put their beliefs into practice in different ways; for example, in different denominations.</li> </ul>

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<b>ELEMENT 3:</b> Making connections	<ul style="list-style-type: none"><li>• Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</li></ul>	<ul style="list-style-type: none"><li>• Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</li><li>• Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</li></ul>	<ul style="list-style-type: none"><li>• Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</li><li>• Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</li></ul>
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