



**Federation of Spixworth Schools
Religious Education Skills Progression**

	Reception (based on ELGs 2020-2021)	KS1
Curriculum	<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; ● Make comments about what they have heard and ask questions to clarify their understanding; ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ● Explain the reasons for rules, know right from wrong and try to behave accordingly; 	<p>KS1 follows a long term plan based on the Norfolk Agreed Syllabus 2020</p>

Coverage	A Reception theologian can: A Reception philosopher can: A Reception social scientist can:	A Year 1 theologian can: A Year 1 philosopher can: A Year 1 social scientist can:	A Year 2 theologian can: A Year 2 philosopher can: A Year 2 social scientist can:
Theology	Recognise simple religious beliefs or teachings Talk about some aspects of a religious or belief story Use key theological vocabulary such as ‘God’ Recreate religious and belief stories through small world play Talk about sacred texts	Give a clear, simple account of at least one narrative, story or important text use by at least one religion or world view . Recreate religious stories through small world play, making references to specific vocabulary and names (e.g. referring to diva lamps and Ravana when retelling the story of Diwali) Know the name of some sacred texts and what religions they belong to.	Retell a narrative story or important text use by at least one religion or world view and recognise a link with a belief. Recognise different types of writing from within one text. Recreate religious stories through small world play and talk about why this story is important to the religion it comes from.
Philosophy	Raise puzzling and interesting questions about religious and belief stories Raise puzzling and interesting questions about the world around them Talk about what concerns them about different ways in which people behave Say what matters to them or is of value Use their senses to investigate religion and belief.	Give a simple reason using the word ‘because’ when talking about religion and belief. Ask questions to extend their knowledge about different religions, (linked to KS1 S&L targets) Explain why they have opinions, and understand that others may not share their opinion.	Give a reason to say why someone might hold a particular belief using the word ‘because.’ Talk about differences in opinion and listen to others who hold a different opinion to their own, showing respect.
Human / Social Sciences	Identify simple features of religious life and practice in a family context Recognise a number of religious words Know where some religious worldviews originated Name some religious symbols Name some religious artefacts Talk about religious events that they see or hear about e.g. festivals, ceremonies. Talk about what people wear because of their beliefs. Visit a local place of worship. Talk to someone who holds a particular religious belief.	Recognise that beliefs can have an impact on a believer’s daily life, their family or local community. Show understanding of how religious artefacts have special roles in religious life. Ask questions to a member of a religious group. Begin to understand important ceremonies that take place in religious buildings.	Identify ways in which beliefs can have an impact on a believer’s daily life, their family or their community. Name some religious artefacts and why they are important to a particular religion. Understand how religious ceremonies can have a role in the life of a religious person.

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KS2				
Curriculum	2 year rolling programme, following the requirements of the Norfolk Agreed Syllabus 2020			
Coverage	A Year 3 theologian can: A Year 3 philosopher can: A Year 3 social scientist can:	A Year 4 theologian can: A Year 4 philosopher can: A Year 4 social scientist can:	A Year 5 theologian can: A Year 5 philosopher can: A Year 5 social scientist can:	A Year 6 theologian can: A Year 6 philosopher can: A Year 6 social scientist can:
Theology	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.	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.	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.	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.
Philosophy	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.	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.	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.	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.
Human / Social Sciences	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	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.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	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.

