



# SANDRINGHAM INFANT AND NURSERY ACADEMY

## Progression of Skills



### RELIGIOUS EDUCATION

#### Attainment target 1: Learning about religions. (Knowledge and understanding)

##### Generic skills: AF1: Pupils

##### Thinking about religion and belief

| EYFS   | Year 1   | Year 2  |
|--|--|---|
| <ul style="list-style-type: none"> <li>Take account of one another's ideas about how to organise their activity.</li> <li>Show sensitivity to others needs and feelings.</li> <li>Confident to speak in a familiar group and will talk about their ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>Recognise and name features of religions and beliefs.</li> </ul> | <ul style="list-style-type: none"> <li>Retell religious, spiritual and moral stories.</li> <li>Identify how religion and belief is expressed in different ways.</li> <li>Identify similarities and differences in features of religions and beliefs.</li> </ul> |

##### AF2: Pupils

##### Enquiring, investigating and interpreting

| EYFS   | Year 1  | Year 2   |
|--|---|--|
| <ul style="list-style-type: none"> <li>Confident to speak in a familiar group and will talk about their ideas.</li> <li>Talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know some behaviour is acceptable.</li> </ul> | <ul style="list-style-type: none"> <li>Identify what they find interesting and puzzling in life.</li> <li>Recognise symbols and other forms of religious expression.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise that some questions about life are difficult to answer.</li> <li>Ask questions about their own and others' feelings and experiences</li> <li>Identify possible meanings for symbols and other forms of religious expression.</li> </ul> |

##### Beliefs and teachings

##### (what people believe)

| EYFS  | Year 1  | Year 2  |
|---|---|---|
| <ul style="list-style-type: none"> <li>To identify some key events in their own lives.</li> </ul> | <ul style="list-style-type: none"> <li>Recount outlines of some religious stories.</li> </ul> | <ul style="list-style-type: none"> <li>Retell religious stories and identify some religious beliefs and teachings.</li> </ul> |

## Practices and lifestyles

(what people do)

| EYFS  | Year 1   | Year 2   |
|---|--|--|
| <ul style="list-style-type: none"><li>Answer 'how' and 'why' questions about their experiences and in response to stories and events.</li></ul> | <ul style="list-style-type: none"><li>Recognise features of religious life and practice.</li></ul> | <ul style="list-style-type: none"><li>Identify some religious practices and know that some are characteristic of more than one religion.</li></ul> |

## Expression and language

(how people express themselves)

| EYFS  | Year 1  | Year 2   |
|---|---|--|
| <ul style="list-style-type: none"><li>Answer 'how' and 'why' questions about their experiences and in response to stories and events.</li></ul> | <ul style="list-style-type: none"><li>Recognise some religious symbols and words.</li></ul> | <ul style="list-style-type: none"><li>Suggest meanings in religious symbols, language and stories.</li></ul> |

## Identity and experience

(making sense of who we are)

| EYFS   | Year 1  | Year 2   |
|--|---|--|
| <ul style="list-style-type: none"><li>Know about similarities and differences between themselves and others, and among families, communities and traditions.</li></ul> | <ul style="list-style-type: none"><li>Identify aspects of own experience and feelings, in religious material studied.</li></ul> | <ul style="list-style-type: none"><li>Respond sensitively to the experiences and feelings of others, including those with a faith.</li></ul> |

## Meaning and purpose

(making sense of life)

| EYFS   | Year 1   | Year 2  |
|--|--|---|
| <ul style="list-style-type: none"><li>Know about similarities and differences between themselves and others, and among families, communities and traditions.</li></ul> | <ul style="list-style-type: none"><li>Identify things they find interesting or puzzling, in religious materials studied.</li></ul> | <ul style="list-style-type: none"><li>Realise that some questions that cause people to wonder are difficult to answer</li></ul> |

## Values and commitments

(making sense of right and wrong)

### EYFS

- To identify and make sense of right and wrong through stories and drama.

### Year 1

- Identify what is of value and concern to themselves, in religious material studied.

### Year 2

- Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.

