



## RE Progression of Skills EYFS-KSI

	EYFS (Speaking, Listening, Attention and Understanding, People, Culture and Communities, Managing Self)	Year 1	Year 2
<b>Beliefs and Teachings</b>	<p>Use talk to work out problems, organise thinking and activities, explain how things work and why they might happen</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas</p> <p>Offer explanations for why things might happen</p> <p>Express their ideas and feelings about their experiences using full sentences</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	I can talk about religious stories and people's beliefs about God	I can retell religious stories from the main religions in our community and identify some religious beliefs and symbols
<b>Rituals, Ceremonies and Lifestyles</b>	<p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p>	I can name and talk about celebrations, worship and rituals in religions that are familiar to me	I can name and talk about rituals and ceremonies and the meaning of them
<b>How Beliefs are Expressed</b>	<p>Build constructive and respectful relationships</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting</p> <p>Show more confidence in new social situations</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p>	I recognise some places, artefacts, pictures, symbols and actions from Christianity and other faiths	<p>I can recognise artefacts, symbols, acts of worship and rituals from Christianity and other faiths</p> <p>I can give examples of ways in which religious people act as part of their faith</p>
<b>Reflection</b>	<p>Use talk to work out problems, organise thinking and activities, explain how things work and why they might happen</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas</p> <p>Offer explanations for why things might happen</p> <p>Express their ideas and feelings about their experiences using full sentences</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p>	<p>I can describe things that I find interesting in my life and that are interesting or puzzling, in religious materials studied</p> <p>I can ask questions and find answers to some simple questions about religion by talking to people and using books and pictures</p> <p>I can ask and answer questions about religion and communicate my findings in different ways</p>	<p>I can ask and respond sensitively to questions about my own and others' feelings</p> <p>I can use sources of information to answer questions about religion on the basis of simple observations</p> <p>I realise that some questions about life are difficult to answer</p>
<b>Values</b>	<p>Think about the perspectives of others</p> <p>Build constructive and respectful relationships</p> <p>Find solutions to conflicts and rivalries, suggesting other ideas</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>I can explore how values affect a community and individuals</p> <p>I can explore how actions can affect other people</p>	<p>I understand that I have my own choices to make and begin to understand the concept of morals</p> <p>I can respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>