. **Religious Education – Progression of skills 2026-2027**

	Area of Development	EYFS	Year 1	Year 2
Theology	Where beliefs come from	Understanding the World • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways ELG – Past and Present • Understand the past through settings, characters and events encountered in books read in class and story telling	• Give a clear, simple account of at least **one** narrative, story or important text used by at least one religion or worldview	• Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief • Recognise different types of writing from within one text
	How beliefs relate to each other		• Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs	• Recognise that some beliefs connect together and begin to talk about these connections
	How beliefs shape the way believers see the world and each other		• Give an example of how ..... use beliefs to guide their daily lives	• Give different examples of how ..... beliefs influence daily life

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Philosophy	The Nature of knowledge, meaning and existence	Personal, Social and Emotional Development • See themselves as a valuable individual • Think about the perspectives of others	• Ask questions about the world around them and talk about these questions • Begin to make connection between using their senses and what they know about the world around them	• Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them • Talk about what people mean then they say they "know" something
	How and whether things make sense		• Give a simple reason using the word "because" when talking about religion and belief	• Give a reason why someone might hold a particular belief using the word "because"
	Issues of right and wrong, good and bad		• Using religious and beliefs stories to talk about how beliefs impact on how people behave	• Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions

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Human/Social Science	The diverse nature of religion	Understanding the World • Talk about members of their immediate family and community • Name and describe people who are familiar to them ELG – Past and Present • Talk about the lives of the people around them and their roles in society ELG – People and Communities • 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	• Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	• Recognise the names of different religions, religious beliefs and worldviews and use them correctly
	Diverse ways in which people practice and express beliefs		• Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	• Identify evidence of religion and belief especially in the local area
	The ways in which beliefs shape individual identity, and impact on communities and society and vice versa		• Recognise that beliefs can have an impact on a believer's daily life, their family or local community	• Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community