



This table shows the progression of skills over the year groups, from Early Years to the end of KS2 for RE.

NEWBOLD SCHOOL SKILLS PROGRESSION RE EYFS - YEAR 6			
EYFS	KS1*	LKS2	UKS2
<p>Develop their sense of responsibility and membership of a community.</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</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>Children begin to recall and name different beliefs and main festivals associated with the Seventh Day Adventist Church and other religions.</p> <p>Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p>	<p>Children can describe the key beliefs and teachings of the Seventh Day Adventist Church and other religions studied, making some comparisons between them.</p> <p>Children expand on their knowledge of the Seventh Day Adventist Church and other world religions from KS1.</p>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Children can compare the key beliefs and teachings of the Seventh Day Adventist Church and of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p>

	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p> <p>Children begin to reflect on their own experiences of attending ceremonies.</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning.</p> <p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p> <p>Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p>	<p>Children look further at the concepts of belonging, identity and meaning.</p> <p>They understand how certain features of religion make a difference to individuals and communities.</p> <p>Children also explore the rituals and ceremonies which mark important points in life.</p>
	<p>Children explore a range of sources of wisdom and the traditions from which they come.</p> <p>They can suggest some meanings to Bible stories and other religious stories.</p> <p>Children begin to recognise different symbols and how they express a community's way of life.</p>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <p>Children then move on to exploring a range of beliefs, symbols and actions to express meaning.</p> <p>Children can explain the meaning of religious stories in the Bible and other religions. They can explain sources of wisdom and the traditions from which they come.</p>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2.</p> <p>Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning.</p> <p>Children can explain meaning of Bible Stories and of other religious stories. They can explain sources of wisdom and the traditions from which they come.</p>

	<p>Children look at how an appreciation of religion plays an important role in the lives of some people.</p> <p>They make links to expressing identity and belonging and what is important to them.</p>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people.</p> <p>They make links to expressing identity and belonging, including links to communities they may belong to.</p> <p>They notice and respond sensitively to different views.</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views.</p> <p>Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p>
	<p>Children look at and appreciate how many people's values are an important aspect of their lives.</p> <p>Children look at religious stories of the Bible and other religions to understand actions and consequences.</p> <p>Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>They make links to responsibility and citizenship and choices they make affecting their lives.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>They make links to responsibility and citizenship.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p>

\* Skills are built upon as the children move up the year groups. Expectations are higher as the children progress.

The teachers plan primarily using the **Encounter Programme** which teaches the key aspects of the Seventh Day Adventist Church . Teachers also use various resources, inc.Twinkl, to teach other world religions. Other Religious Leaders are invited to School to share their faith and to support children's understanding of other world faiths as well as their own.