7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Communication & Language:** • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. **Personal, Social and Emotional Development:** • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. **Understanding the World:** Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception	**Reception:** **Communication & Language:** • Learn new vocabulary • Use new vocabulary through the day • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. **Personal, Social and Emotional Development** • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. **Understanding the World** • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.

	ELG **Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **Building Realtionships:** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. **People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

7.2 Progression in KS1/LKS2/UKS2

Concept		Milestone 1 (KS1)	Milestone 2 (LKS2)	Milestone 3 (UKS2)
Believing **(Theology)**	B1 Engaging with key beliefs/concepts through analysis of texts	B1 Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).	B1 Be able to explain what it means for a text/story to 'have authority' for a group of believer	B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.
	B2 Making connections between key beliefs/concepts within and between belief traditions	B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).	B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha. v	B2 Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories
Living **(Human and Social Sciences)**	L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief	L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief	L1 Be able to describe the difference between ‘beliefs’ and ‘religion’.	L1 Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.

	L2 Showing understanding of connection between religious practice and content	L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.	L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.	L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.
	L3 Showing understanding of the way in which beliefs impact on the individual	L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).	L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.	L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).
	L4 Showing understanding of the way in which community can impact on religious practice	L4a Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage	L4a Be able to explain at the importance of community within the religious/non-religious tradition studied. L4b Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.	L4a Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).

Thinking **(Philosophy)**	T1 Articulating how and whether things make sense	T1 Be able to ask questions about the world around them.	T1 Be able to identify ways in which different people think about the world differently.	T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.
	T2 Showing awareness of different approaches to understanding the world	T2 Be able to make connections between using their senses and what they know about the world around them.	T2 Be able to understand and begin to explain that there is a difference between believing and knowing	T2 Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.
	T3 Showing evidence of a process of reasoning	T3 Use reasons to support personal opinions about religions/beliefs.	T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).	T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.