

**RE Progression Overview**

<b>EYFS</b> Pupils can	<b>Year 1</b> Pupils can use religious phrases and words to:	<b>Year 2</b> Pupils can use religious phrases and words to:	<b>Year 3</b> Pupils can use an increasing religious vocabulary to:	<b>Year 4</b> Pupils can use an increasing religious vocabulary to:	<b>Year 5</b> Pupils can use a developing religious vocabulary to:	<b>Year 6</b> Pupils can use a developing religious vocabulary to:
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions e.g. stories of Jesus and the Bible, stories from different religions and Sacred texts. <b>C&amp;L L&amp;A ELG</b>	Sequence religious stories eg, Creation, Christmas, Easter	Sequence the main events of a religious story in order E.g, Easter, Christmas, Creation	Compare a given idea about God to another given example from another religion	Compare simple Christian ideas about God with those of another religion	Describe the impact of faith on the lives of believers	Describe and explain different ideas about human relationships with reference to 3 different faiths
They give their attention to what others say and respond appropriately, while engaged in another activity e.g. listening to feelings and ideas. <b>C&amp;L L&amp;A ELG</b>	Recognise how a story is significant and talk about whether it has meaning for them	Retell a story from the Bible or Torah and recognise the importance to believers	Begin to ask important questions about prayer and worship	Ask important questions about prayer, worship, pilgrimage and miracles	Ask important questions about prayer, worship, pilgrimage and miracles and suggest answers with reference to different religions	Ask important questions about religious experience and revelations and moral choices referring to the faiths studied and suggest answers with reference to different religious texts or resources.
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. (questioning) <b>C&amp;L U ELG</b>	Recognise and recall Christian stories and those of other religions	Make up good questions to ask a Rabbi or a Vicar	Make a link between the way a parable or religious story is used in religious teaching and the impact it has on a child belonging to the faith	Link their own ideas about how to live a good life to the teachings of Christianity and other religions.	Describe and link religious teaching with moral choices such as charity work	Make links between Jesus life and teaching and different form of Christian action e.g., ritual, protest, charity

<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events e.g. prayers, festivals, celebrations, learning about each other's homes and families. <b>C&amp;L S ELG</b></p>	<p>From a selection, recognise artefacts associated with a religion or religious story</p>	<p>Talk about their own views</p>	<p>Suggest meanings for symbols e.g., light</p>	<p>Show how signs and symbols can communicate important beliefs</p>	<p>Compare different views of sacred space, sacred texts or sacred people with reference to 2 given faiths</p>	<p>Describe and explain the different views of sacred space, sacred text and sacred people with reference to 2 faiths</p>
<p>Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space e.g. dance/movement to music from different faith traditions and retell stories. <b>PD M&amp;H ELG</b></p>	<p>Talk about some interesting or puzzling questions</p>	<p>Identify Jewish and Christian Symbols from a range</p>	<p>Suggest 2 reasons why a symbol is a 'good' symbol for its festival: e.g., light for Christmas</p>	<p>Describe what members of other religions might learn from symbols</p>	<p>Use appropriate examples to support their ideas and opinions</p>	<p>Use appropriate examples to support their ideas and opinions</p>
<p>Handle equipment and tools effectively, including pencils for writing e.g. drawing and writing based on religious stories. <b>PD M&amp;H ELG</b></p>	<p>Recognise some religious symbols</p>	<p>Identify and talk about symbolic clothing</p>	<p>Describe three things that Christians believe and how they link to the Easter Story, including communion</p>	<p>Describe some of the different ways that Christians express their beliefs by belonging to a church/congregation/community</p>	<p>Know the different ways Christians believe that God communicates with them and the difference it makes to their lives.</p>	<p>Describe and compare different Christian beliefs about how God might Communicate with Humans exploring concepts of sacred texts, revelation and the Holy Spirit</p>
<p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities e.g. Sharing their experiences from their home and faith backgrounds. <b>PSSED SCSA ELG</b></p>	<p>Talk about how symbols make them feel</p>	<p>Ask questions about thoughts that puzzle them</p>	<p>Retell stories from the New Testament, including the story of the Last Supper, suggesting the meaning the story has for a Christian</p>	<p>Describe some of the things that Christians learn about Jesus from the New Testament</p>	<p>Describe and show the ways that Christians understand God</p>	<p>Describe how Christians express beliefs of Jesus as "God made Man" and Saviour in Art and Worship</p>

<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules e.g. Listen to basic codes of behaviour from different religions and talk about their own ideas. <b>PSED MFB ELG</b></p>	<p>Talk about something that is good (The World) and why their actions are important to it.</p>	<p>Suggest which aspects of the Easter Story are most important to the church or Christians</p>	<p>Give a reason why Christians take communion</p>	<p>Describe the importance to a Christian of Prayer and commemoration (Communion and Lent)</p>	<p>Compare symbols and words to show understanding of the similarities and differences between Christian views of God and the views of other religions</p>	<p>Make links between other religious teachings about God and guidance for life</p>
<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children e.g. work and play with children from different backgrounds showing curiosity about their homes and family. <b>PSED MR ELG</b></p>	<p>Recognise how belonging to a religion impacts on family life e.g. how Jewish people spend their weekend</p>	<p>Recognise what makes Shabbat holy for Jews</p>	<p>Identify and match the symbols of the Eucharist to Key Christian beliefs</p>	<p>Describe links between the Christmas and Easter stories and key beliefs about Jesus (incarnation &amp; Resurrection/salvation)</p>	<p>Describe similarities or differences about what believers might learn from two given religious stories</p>	<p>Choose two religious stories from differing religions and demonstrate how believers may learn similar lessons</p>
<p>They demonstrate understanding when talking with others about what they have read e.g. stories from around the world and different religions and traditions, their prayers, hymns, festivals and celebrations, can be used to develop literacy skills <b>L R ELG</b></p>	<p>Recognise how festivals are celebrated in different cultures and religions e.g., Jewish New Year</p>	<p>Gather and select from pieces of information about a religious festival</p>	<p>Give a definition of 2 religious concepts with reference to a religious story or practice.</p>	<p>Describe what believers might learn from religious stories</p>	<p>Describe and give reasons for the key features of a religious building with reference to holy texts where appropriate</p>	<p>Describe and compare how important aspects of other religious beliefs are reflected in the buildings and practices of a community</p>

<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions e.g. talking about their backgrounds, homes, celebrations and feelings, children learn similarities and difference in how we live our lives. Use of persona dolls to explore similarities and differences <b>UW P&amp;C ELG</b></p>	<p>Ask questions about how and why people celebrate</p>	<p>Show awareness of similarities between Christian and Jewish Festivals</p>	<p>Respond sensitively to the rules and customs followed by others, saying why those rules matter to them.</p>	<p>Describe some of the rules/guidance used by believers of other religions and how these might be applied to working with others</p>	<p>Recognise and explain the religious significance behind a range of dress codes and how they demonstrate commitment to a religious belief</p>	<p>Describe and compare different ways of demonstrating commitment to a tradition of religion and belief</p>
<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another E.G. Looking at different places of worship. <b>UW TW ELG</b></p>	<p>Recognise the celebration is a human instinct</p>	<p>Suggest meanings for foods and practices during festivals</p>	<p>Ask questions and suggest answers about why people choose to follow rules and duties.</p>	<p>Use appropriate examples to support their ideas and opinions.</p>	<p>Explain how a Christian understanding of the resurrection might influence the way Christians respond to death</p>	<p>Describe and compare different ideas Christians may have about salvation and life after death</p>

<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function e.g. opportunities to learn songs and music from around the world, expressing ideas and feelings through dance, movement, art and music. <b>EAD EUMM ELG</b></p>	<p>Recognise that Jesus was a leader and others followed him</p>	<p>Use a biblical story as a basis for their own story on a given theme or value.</p>	<p>Retell a story that shows the authority of Jesus, suggesting how a Christian might understand the story</p>	<p>Describe the way Jesus has authority for Christians and link to qualities people with authority need to have</p>	<p>Devise 4 questions to ask about why people choose to believe in resurrection, heaven, life after death and suggest answers that people from different religions might give.</p>	<p>Describe and compare different ideas about life after death within other religions</p>
<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories e.g. ideas about moral messages from a range of religious and traditional stories can be re-enacted and explored through different media. <b>EAD BI ELG</b></p>	<p>Talk about what makes someone a leader</p>	<p>Discuss or write down some ideas about why leaders are needed</p>			<p>Suggest answers a Christian might give to the questions about how the authority of Jesus is lived out in the Church</p>	<p>Explain the impact of authority and how the world might be changed if people lived by it.</p>

**Assessment expectations for RE written work should mirror expectations for writing in the Framework for Assessment.**

**A range of writing tasks and opportunities linked to the English writing curriculum should be in evidence within their written RE work**