

RE Progression Overview

EYFS Pupils can	Year 1 Pupils can use religious phrases and words to:	Year 2 Pupils can use religious phrases and words to:	Year 3 Pupils can use an increasing religious vocabulary to:	Year 4 Pupils can use an increasing religious vocabulary to:	Year 5 Pupils can use a developing religious vocabulary to:	Year 6 Pupils can use a developing religious vocabulary to:
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. C&L Listening, Attention and Understanding ELG	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
Make comments about what they have heard and ask questions to clarify their understanding C&L Listening, Attention and Understanding ELG	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.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary C&L Speaking ELG	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
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate C&L Speaking ELG	From a selection, recognise artefacts associated with a religion or religious story	Talk about their own views	Suggest meanings for symbols e.g., light	Show how signs and symbols can communicate important beliefs	Compare different views of sacred space, sacred texts or sacred people with reference to 2 given faiths	Describe and explain the different views of sacred space, sacred text and sacred people with reference to 2 faiths
Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses C&L Speaking ELG	Talk about some interesting or puzzling questions	Identify Jewish and Christian Symbols from a range	Suggest 2 reasons why a symbols is a 'good' symbol for its festival: e.g., light for Christmas	Describe what members of other religions might learn from symbols	Use appropriate examples to support their ideas and opinions	Use appropriate examples to support their ideas and opinions
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PSED Self-Regulation ELG	Recognise some religious symbols	Identify and talk about symbolic clothing	Describe three things that Christians believe and how they link to the Easter Story, including communion	Describe some of the different ways that Christians express their beliefs by belonging to a church/congregation/community	Know the different ways Christians believe that God communicates with them and the difference it makes to their lives.	Describe and compare different Christian beliefs about how God might Communicate with Humans exploring concepts of sacred texts, revelation and the Holy Spirit

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly PSED Managing Self ELG	Talk about how symbols make them feel	Ask questions about thoughts that puzzle them	Retell stories from the New Testament, including the story of the Last Supper, suggesting the meaning the story has for a Christian	Describe some of the things that Christians learn about Jesus from the New Testament	Describe and show the ways that Christians understand God	Describe how Christians express beliefs of Jesus as "God made Man" and Saviour in Art and Worship
Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs PSED Building Relationships ELG	Talk about something that is good (The World) and why their actions are important to it.	Suggest which aspects of the Easter Story are most important to the church or Christians	Give a reason why Christians take communion	Describe the importance to a Christian of Prayer and commemoration (Communion and Lent)	Compare symbols and words to show understanding of the similarities and differences between Christian views of God and the views of other religions	Make links between other religious teachings about God and guidance for life
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing PD Gross Motor Skills ELG	Recognise how belonging to a religion impacts on family life e.g. how Jewish people spend their weekend	Recognise what makes Shabbat holy for Jews	Identify and match the symbols of the Eucharist to Key Christian beliefs	Describe links between the Christmas and Easter stories and key beliefs about Jesus (incarnation & Resurrection/salvation)	Describe similarities or differences about what believers might learn from two given religious stories	Choose two religious stories from differing religions and demonstrate how believers may learn similar lessons
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Literacy Comprehension ELG	Recognise how festivals are celebrated in different cultures and religions e.g., Jewish New Year	Gather and select from pieces of information about a religious festival	Give a definition of 2 religious concepts with reference to a religious story or practice.	Describe what believers might learn from religious stories	Describe and give reasons for the key features of a religious building with reference to holy texts where appropriate	Describe and compare how important aspects of other religious beliefs are reflected in the buildings and practices of a community
Talk about the lives of the people around them and their roles in society. Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class UW Past and Present ELG	Ask questions about how and why people celebrate	Show awareness of similarities between Christian and Jewish Festivals	Respond sensitively to the rules and customs followed by others, saying why those rules matter to them.	Describe some of the rules/guidance used by believers of other religions and how these might be applied to working with others	Recognise and explain the religious significance behind a range of dress codes and how they demonstrate commitment to a religious belief	Describe and compare different ways of demonstrating commitment to a tradition of religion and belief

Know about similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class UW People Culture and Communities ELG	Recognise the celebration is a human instinct	Suggest meanings for foods and practices during festivals	Ask questions and suggest answers about why people choose to follow rules and duties.	Use appropriate examples to support their ideas and opinions.	Explain how a Christian understanding of the resurrection might influence the way Christians respond to death	Describe and compare different ideas Christians may have about salvation and life after death
Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories EAD Creating with Materials ELG	Recognise that Jesus was a leader and others followed him	Use a biblical story as a basis for their own story on a given theme or value.	Retell a story that shows the authority of Jesus, suggesting how a Christian might understand the story	Describe the way Jesus has authority for Christians and link to qualities people with authority need to have	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.	Describe and compare different ideas about life after death within other religions
Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music EAD Being Imaginative and Expressive ELG	Talk about what makes someone a leader	Discuss or write down some ideas about why leaders are needed			Suggest answers a Christian might give to the questions about how the authority of Jesus is lived out in the Church	Explain the impact of authority and how the world might be changed if people lived by it.

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