

Progression of skills

RE in the Early Years Foundation Stage

Communication and Language	• Children listen with enjoyment to stories, songs and poems from different communities and traditions and • respond with relevant comments, questions or actions • They use talk to organise, sequence and clarify thinking, ideas, feelings and events • Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, • experiences or events from different sources • They talk about how they and others show feelings • They develop their own narratives in relation to stories they hear from different communities.
Personal, Social and Emotional Development	• Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect • They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously • They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable • Children think and talk about issues of right and wrong and why these questions matter • They respond to significant experiences showing a range of feelings when appropriate • They have a developing awareness of their own needs, views and feelings and be sensitive to those of others • Children have a developing respect for their own cultures and beliefs, and those of other people • They show sensitivity to others' needs and feelings, and form positive relationships.
Understanding the World	• Children talk about similarities and differences between themselves and others, among families, communities and traditions • They begin to know about their own cultures and beliefs and those of other people • They explore, observe and find out about places and objects that matter in different cultures and beliefs.
Expressive Arts and Design	• Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings • They respond in a variety of ways to what they see, hear, smell, touch and taste
Literacy	• Children are given access to a wide range of books, poems and other written materials to ignite their interest
Mathematics	• Children recognise, create and describe some patterns, sorting and ordering objects simply.

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquire	I can recognise and describe things that are special to others. I can recognise religious symbols and words.	I can use words correctly when describing religious festivals and celebrations. I can identify important symbols and how some people are considered special through the examples they set.	I can research into and use a range of words correctly when I talk about a religion. I can explain the meaning of a range of religious terms I can identify and explain the significance of symbols of worship.	I can ask a range of questions about puzzling ideas. I can recognise some important places of worship. Through my own enquiry, I can describe how a Hindu shows religion is important I can explore and define some of the key words used when studying religion.	I can research the role of an important religious person. I can explore some of the ways in which people show that religion is important to them. I can ask a range of good questions when studying religion. Through my enquiry, I am developing a greater religious vocabulary. I can offer questions about things hard to understand.	I can explore the meaning of a range of terms used when studying religion. I can suggest and use a range of good questions and suggest suitable answers; developing into more probing questions and express my views. I can research why different people think some things are sacred
Contextualise	I can talk about my own feelings and experiences. I can talk about what is important to me and others. I can give examples of ways different people show religion is important to them. I can share my experiences and feelings	I can describe the feelings I have about something important to me. I can give examples of how religious people celebrate. I can talk about the meaning of the symbol of light in a religious celebration and how it makes me feel.	I can describe things religious people do. I can give examples of how different people show that religion is important to them. I can describe the feelings I have about things that are important to me. I understand the importance of	I can describe how special times are important to some people. I can compare my ideas with others. I can talk about my own feelings on what is important to me. I can explain and describe the concepts of 'Betrayal' and 'Trust' and how these were	I can link the way I behave to that of a believer. I can link the things that are important to me and to other people. I can describe some practical ways Christians might care for the world. I can describe and explain the symbolism of 'good' and 'evil' in the Easter story.	I can show an insight and understanding into some of the ways religion can influence a person's life. I can describe an important event and compare different people's accounts and experiences of this same event. I can explain the significance of the stories to Christians and

	about sharing and greed; right and wrong.		making vows/promises & what that means to me.	important aspects of Holy Week.		how they affect our lives.
Evaluate	I can talk about what I like and dislike in a religious story. I know there are special people and times. I can recognise times when I say 'sorry' and understand that Christians ask God to forgive them.	I realise that some ideas are hard to explain. I realise that some actions are right and others are wrong. I can reflect on important issues and talk about my feelings. I can talk about the meaning of a range of religious stories.	I can recognise and describe accurately some things to do with religion. I can describe some symbols used in festivals and explain their meaning. I understand the importance of reflection. I am beginning to see some similarities in different religions and link together aspects of religious life and practice.	I am beginning to explain simply some of the links between different features of a religion. I can make connections between religions. I realise that some features of a religion influence my own life. I can show ways in which people reflect at a special time.	I can describe some ways in which people show that religion is important to them. I can recognise that some features are different in the same religion. I can make comparisons between different styles of worship and explain different viewpoints. I can also explain different people's ideas about the things they value and their vision of life.	I can reflect on my own views and feelings with reasons on religious issues. I can explain some of the ways religion can influence a person's life. I can express my own ideas on values concerning me and how religion affects how I behave. I can evaluate and offer thoughtful comments about the beliefs of a person/community.

Communicate	I can retell a range of religious stories. I can talk about things that concern me. I can talk about puzzling ideas. I can describe and explain some of the symbols used in church. I can talk about my own special day and what to do.	I can retell a range of religious stories. I can talk about things that concern me. I can talk about puzzling ideas. I can describe and explain some of the symbols used in church. I can talk about my own special day and what to do.	I can describe feelings and experiences of a range of issues, including special times and new life. I can describe some of the ways in which people show that religion is important to them and recognise different viewpoints. I can explain some of the ways in which religion can influence a person's life.	I can describe some of the beliefs of a religion. I can discuss my own and others' ideas. I can describe how special places or experiences are important to some people. I can describe some of the ways in which people show that religion is important.	I can share my own beliefs about life and death, referring to ideas from religion. I can explain how ritual and symbolism help in worship. I can describe different ways that people reflect in special places. I can explain the importance of commitment, why some people think the Holy books are special and important and different people's ideas about the things they value.	I can explain why different people think some things are special, different peoples' ideas about things they value. I can give an accurate account of some aspects of Jesus' life. I can explain different people's ideas about the things they value in life or their 'vision of life'.
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