



RE Progression Grid				
	Nursery	EYFS	Year 1	Year 2
Beliefs and Teaching	Communication and Language <ul style="list-style-type: none"> I can listen to stories I can listen to stories, make comments and talk about them 	Communication and Language <ul style="list-style-type: none"> I can listen to stories with increasing attention and recall I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions, or actions 	<ul style="list-style-type: none"> Recall features of religious, spiritual, and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs. 	<ul style="list-style-type: none"> Retell religious, spiritual, and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs.
Rituals, Ceremonies and Lifestyles	Understanding of the World: People and Communities <ul style="list-style-type: none"> Begin to show interest in the lives of people who are familiar to them Can remember and talk about significant events in their own experience I can talk about special times or events for my family and friends I can talk about simple past and present events in my own life 	Understanding of the World: People and Communities <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them Can remember and talk about significant events in their own experience, with greater detail. I can recognise and describe special times or events for my family and friends I can talk about past and present events in my own life and in the lives of family members 	<ul style="list-style-type: none"> Recognise features of religious life and practice. 	<ul style="list-style-type: none"> Identify some religious practices and know that some are characteristic of more than one religion.
How Beliefs are expressed	Understanding of the World: People and Communities <ul style="list-style-type: none"> I can listen to others talk about different occupations I enjoy joining in with family customs and routines Personal, Social, and Emotional Development <ul style="list-style-type: none"> I am can talk to other children when playing 	Understanding of the World: People and Communities <ul style="list-style-type: none"> I can show an interest in different occupations and ways of life I enjoy joining in and can talk about with family customs and routines Personal, Social, and Emotional Development	<ul style="list-style-type: none"> I recognise some places, artefacts, pictures, symbols and actions from Christianity and other faiths. 	<ul style="list-style-type: none"> I can recognise places, artefacts, pictures, symbols and actions from Christianity and other faiths. I can give examples of ways in which religious



	<ul style="list-style-type: none"> I am can talk to others about my own needs, wants, interests and opinions 	<ul style="list-style-type: none"> I am confident to talk to other children when playing and will communicate freely about own home and community I am confident to talk to others about my own needs, wants, interests and opinions 		people act as part of their faith.
Reflection	<p>Understanding of the World: People and Communities</p> <ul style="list-style-type: none"> I know some of the things about me that are the same and things that are different to others <p>Personal, Social, and Emotional Development</p> <ul style="list-style-type: none"> I am beginning to be aware of my own feelings, and know that some actions and words can hurt others' feelings 	<p>Understanding of the World: People and Communities</p> <ul style="list-style-type: none"> I know some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family I can identify some similarities and differences between myself and others, and among families, communities, and traditions <p>Personal, Social, and Emotional Development</p> <ul style="list-style-type: none"> I am aware of my own feelings, and know that some actions and words can hurt others' feelings I understand that my own actions affect other people I can explain own knowledge and understanding, and ask appropriate questions of others 	<ul style="list-style-type: none"> I can describe things that I find interesting in my life and that are interesting or puzzling in religious materials studied. I can ask questions and find answers to some simple questions about religion by talking to people and using books and pictures. I can ask and answer questions about religion and communicate my feelings in different ways. 	<ul style="list-style-type: none"> I can ask and respond sensitively to questions about my own and others' feelings. I can use sources of information to answer questions about religion based on simple observations. I realise that some questions about life are difficult to answer.
Values	<p>Personal, Social, and Emotional Development</p> <ul style="list-style-type: none"> I am learning to adapt behaviour to different events, social situations, and changes in routine 	<p>Personal, Social, and Emotional Development</p> <ul style="list-style-type: none"> I can usually adapt behaviour to different events, social situations, and changes in routine I can take steps to resolve conflicts with other children e.g. finding a compromise 	<ul style="list-style-type: none"> I can explore how values affect a community and individuals. I can explore how actions affect other people. 	<ul style="list-style-type: none"> I understand that I have my own choices to make and begin to understand the concept of morals. I can respond sensitively to the



	<ul style="list-style-type: none">I am beginning to show sensitivity to other's feelings	<ul style="list-style-type: none">I can show sensitivity to other's needs and feelings		values and concerns of others, including those with a faith, in relation to matters of right and wrong.
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Progression in RE depends upon the development of the following generic learning skills. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection- this includes

Reflecting on feelings, relationships, experience, questions, beliefs, and practices.

Empathy- this includes

Considering the thoughts, feelings, experiences, attitudes, beliefs, and values of others.

Developing the ability to identify feelings such as love, wonder, forgiveness, and sorrow.

Seeing the world through the eyes of others and seeing issues from their point of view.

Investigation- this includes

Asking relevant questions.

Knowing how to gather information from a variety of sources.

Knowing what may constitute evidence for justifying beliefs in religion.

Interpretation- this includes

Drawing meaning from artefacts, works of art, music, poetry, and symbolism.

Interpreting religious language.

Suggesting meanings of religious texts.

Evaluation- this includes

Debating issues of religious significance with reference to evidence and argument.

Analysis- this includes

Distinguishing between opinion and fact.

Distinguishing between the features of different religions.

Synthesis- this includes

Linking significant features of religion together in a coherent pattern.



Connecting different aspects of life into a meaningful whole.



Application-this includes

Making the association between religion and individual, community, national and international life.

Expression-this includes

Explaining concepts, ritual, and practices.

Expressing religious views and responding to religious questions through a variety of media.