

RE Pupil Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & Understanding of Religion through the four concepts and developing the skills of investigation and enquiry, application and synthesis	<ul style="list-style-type: none">Children can recognise that people have different beliefs and celebrate special times in different ways.Children understand that some places are special to members of their community	<ul style="list-style-type: none">Children can recognise and name features of religious life and practice. They can recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression.	<ul style="list-style-type: none">Children identify some beliefs and features of religion and their importance for some people. They begin to show awareness of similarities in religions. children retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	<ul style="list-style-type: none">Children describe some of the beliefs and features of religion, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.		<ul style="list-style-type: none">Children can demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them. They can describe some similarities and differences both within and between religions. They describe the impact of religions on people's lives. They suggest meanings for range of forms of religious expression	
Critical Thinking developing the skills of analysis, evaluation, interpretation and expression	<ul style="list-style-type: none">Children talk about their own celebrations and cultural activities, adding details which are personal to their own families,Children consider ways in which celebrations and ways of life are similar or different to their own. FFor example, comparing special clothes or foods eaten.	<ul style="list-style-type: none">Children talk about what they find interesting or puzzling and what is of value and concern to themselves and to others.	<ul style="list-style-type: none">In response to the religious material they learn about, children are able to express their views and give simple reasons to support these. children recognise that some questions cause people to wonder and are difficult to answer.	<ul style="list-style-type: none">In response to the religious material they learn about, children are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views. children ask important questions about religion and beliefs.		<ul style="list-style-type: none">In response to the religious material they learn about, children can express their own views using sound reasons. They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	
Personal Reflection developing the skills of reflection and response and empathy	<ul style="list-style-type: none">Children reflect on how to respect the views of others and understand that they don't have the same beliefs and feeling as somebody else.	<ul style="list-style-type: none">Children reflect on their own feelings, ideas and values	<ul style="list-style-type: none">In relation to the religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.	<ul style="list-style-type: none">In relation to religious material, children are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They reflect on what influences them, making links between aspects of their own and others' experiences.		<ul style="list-style-type: none">In relation to religious material studied children can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.	

