

Key Curriculum Skills, Knowledge and Progression: RE



Early Learning Goals (Reception)	Year 1	Year 2
<ul style="list-style-type: none"> I can talk about how I and others show feelings I can talk about my own and others' behaviour and its consequences, and know that some behaviour is unacceptable. I can work as part of a group or class, and understand and follow the rules. I can adjust my behaviour to different situations and take changes of routine in my stride. I can play cooperatively, taking turns with others. I take account of one another's ideas about how to organise our activity. I can show sensitivity to others' needs and feelings and form positive relationships with adults and other children. I can talk about past and present events in my own lives and in the lives of family members. I know that other children don't always enjoy the same things and are sensitive to this. I know about similarities and differences between myself and others, and among families, communities and traditions. I know about similarities and differences in relation to places, objects, materials and living things. I can talk about features of my own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> a) I can remember a faith story and know who it is special to. b) I can use the right names for things that people might do in a religion c) I can recognise and talk about religious art, symbols and words d) I can talk about things that happen to me, my friends or family e) I can talk about things that we can learn from stories including religious stories f) I can talk about what is important to me and to other people 	<ul style="list-style-type: none"> a) I can tell a faith story and say why it might be important to a believer b) I can talk about some things different religious people do that is similar c) I can say what some religious symbols stand for and what some religious art or music are about d) I can ask about what happens to others, including religious people, with respect for their feelings e) I can talk about some things in stories, including religious stories, that make people ask questions f) I can talk about what is important to others including religious believers, with respect for their feeling

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> a) I can describe what a believer might learn from an religious story b) I can describe some similar things religious people do e.g. pray, but what they do differently c) I can use religious words to describe some of the different ways people show their beliefs d) I recognise some of the things which influence me e.g. family, friends, faith e) I ask good ("big") questions about life and communicate some ideas for answers f) I can link things that are important to me with the way I think and behave. 	<ul style="list-style-type: none"> a) I can describe what believers might learn from a religious story about God or life b) I can describe some things that religious people do as part of their faith that are the same and some that are different c) I can describe some of the different ways people show their beliefs using religious words, symbols or art d) I can compare some of the things that influence me with those that influence other people, including religious believers e) I can ask important questions about life and compare ideas with those of other people including religious believers f) I can link things that are important to me, and to others, with the way people think and behave (what they are committed to) 	<ul style="list-style-type: none"> a) I can make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures) b) I can use the right religious words to describe practices and experiences which may be involved in belonging to different religious groups c) I can explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this d) I can ask questions about groups people (chose to) belong to, and suggest an answer which refer to people who have inspired ad influenced me and others e) I can ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group f) I can ask questions about moral decisions I and others have made as a result of values and commitments, including some based on religious beliefs 	<ul style="list-style-type: none"> a) I can make links between beliefs (teaching, sources, etc.) of different religious groups and explain how they are connected to believers' lives b) I can describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary c) I can express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and explain what they are trying to convey d) I can ask questions about the diversity of groups people belong to, and suggest answers which refer to people's heritage, background, choices or beliefs e) I can compare a range of ideas about the meaning and purpose of life, including my own and those from religious, or non-religious, worldviews f) I can suggest what might happen as a result of different moral decisions, including those made with reference to religious, and non-religious beliefs / values