

## RE Progression Map of Learning Outcomes for all Enquiries.

Working at – most children are expected to reach these expectations.

	Personal Reflection	Knowledge and understanding of religion	Skills of evaluation and critical thinking.
<b>Year 1</b>	<p>I can say how it felt to make something.</p> <p>I can talk about a gift that is special to me</p> <p>I can talk about my friends and why I like them.</p> <p>I can talk about a person I admire.</p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can say how it feels to say sorry and what I have said sorry for.</p>	<p>I can remember the Christian Creation story and talk about it.</p> <p>I can remember some of the Christmas story.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can recall parts of the Easter story.</p> <p>I can recognise some symbols in the story.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p>	<p>I can express an opinion about the Christian belief about creation.</p> <p>I can suggest a gift I would give to Jesus.</p> <p>I can say how Jesus tried to be a good friend.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>
<b>Year 2</b>	<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can say how I could help solve a problem by showing love.</p> <p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can explain why agreements are important and why they should be kept.</p> <p>I can tell you about a special journey and why it was special to me.</p>	<p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p>	<p>I can say if I think Christians should be kind and give a reason.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p>
<b>Year 3</b>	<p>I can tell you three important actions I could take to support a group I belong to.</p> <p>I can discuss my understanding of my group's symbol.</p>	<p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p>	<p>I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p>

	<p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>I can discuss why it is important to share even though it is not always easy.</p> <p>I can explain why water is important.</p>	<p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p>	<p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>I can begin to tell you if I think sharing is important or not to Sikhs.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>
<p><b>Year 4</b></p>	<p>I can start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can talk about what sort of help I might need to show forgiveness. I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can explain some of the feelings my special place gives me and suggest why that is.</p>	<p>I can tell you some things Siddhattha did to try to be happy and explain why I think they didn't work for him.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p>	<p>I can begin to show an understanding of what being happy means to Buddhists.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>I can start to identify how it would feel to keep Kashrut.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p>

<p><b>Year 5</b></p>	<p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to express my own views about life after death.</p> <p>I can show an understanding of why people show commitment in different ways.</p>	<p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p>	<p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>
<p><b>Year 6</b></p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p>	<p>I can describe how different practices enable Muslims to show their commitment to God and that some of these will be more significant to some Muslims than others. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p>	<p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>

<b>EARLY YEARS FOUNDATION STAGE – Learning Outcomes for all Enquiries.</b>			
<b>ELG(S)</b>	Working at – most children are expected to reach these expectations.		
	<b>Communication and Language</b> • Listening, Attention and Understanding. • Speaking	<b>Personal, Social and Emotional Development</b> • Self-Regulation • Managing Self • Building Relationships	<b>Understand the World</b> • Past and Present • People, Culture and Communities
<b>EYFS</b>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of the community.</p> <p>Recognise that people have different beliefs and celebrate in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>