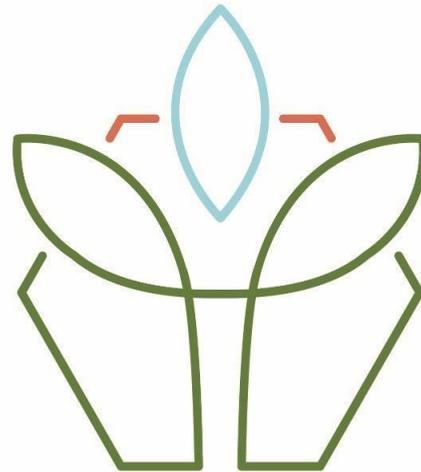


Religious Education

Progression in Knowledge and Skills



John Randall

Be Ready, Be Respectful, Be Safe

John Randall Primary School and Nursery Skills RE Progression in Knowledge and Skills

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>RE teaching taken from Telford and Wrekin SACRE RE Scheme of Work – 4 units per year group. The units are not ‘requirements’, just supportive, practical guidance.</p> <p>RE is non statutory- Individual learning objectives for each unit can be found within the scheme.</p>						
Pupils should be taught to:							
Learning about religion.	<p>Talk about the lives of the people around them and their roles in society;</p>	<p>I can use simple religious words and phrases.</p> <p>I can recognise and name features of religious life and practice.</p> <p>I can recall parts of religious stories I know.</p> <p>I can identify simple religious symbols.</p>	<p>I can use religious words and phrases to identify some features of religion.</p> <p>I can talk about why religion is important for some people.</p> <p>I can retell religious stories in increasing detail.</p> <p>I can suggest meanings for religious actions and symbols.</p> <p>I can talk about the main similarities in religions.</p> <p>I can identify how religion is expressed in different ways.</p>	<p>I can use a developing religious vocabulary to describe some key features of religions.</p> <p>I can recognise similarities and differences between key features of religions.</p> <p>I can make links between beliefs and sources including religious stories.</p> <p>I can identify the impact religion has on believers lives.</p> <p>I can describe some forms of religious expression.</p>	<p>I can use a developing religious vocabulary to describe sources, practices, beliefs, ideas, feelings and experiences.</p> <p>I can describe some similarities and differences between religions.</p> <p>I can make links between beliefs and sources including religious stories and sacred texts.</p> <p>I can describe the impact of religion on people’s lives.</p> <p>I can describe in detail some forms</p>	<p>I can use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>I can describe some similarities and differences both within and between religions.</p> <p>I can make links between sources, practices, beliefs, ideas, feelings and experiences.</p> <p>I can describe in detail the impact of religion on people’s lives.</p>	<p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individual and communities.</p> <p>I can talk about how similarities and differences illustrate distinctive beliefs within and between religions and can suggest possible reasons for this.</p> <p>I can explain how religious sources are used to provide answers to ultimate questions and ethical issues.</p>

					of religious expression.	I can suggest meanings for a range of forms of religious expression.	I can describe why people belong to religions. I can recognise diversity in forms of religions, spiritual and moral expressions and within and between religions.
Learning from religion.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	I can talk about my own experiences and feelings. I can talk about things that interest me. I can talk about things that puzzle me. I can talk about things that are important to me and others.	I can respond sensitively to questions about my own and others experiences and feelings. I recognise that some questions cause people to wonder and are difficult to answer. I can talk about matters of right and wrong. I can recognise and talk about my own values and those of others.	I can identify what influences me. I can make links between aspects of my own experiences. I can ask important questions about religion and beliefs. I can make links between my own and others responses. I can make links between values and commitments.	I can identify what influences me. I can make links between aspects of my own and others experiences. I can ask and answer important questions about religion and beliefs. I can apply my ideas to my own life. I can make links between values and commitments and my own attitude and behaviour.	I can raise and suggest answers to questions of identity, belonging and meaning. I can raise and suggest answers to questions about purpose, truth, values and commitments. I can apply my ideas to my own and other people's lives. I can describe what inspires and influences me and others.	I can ask and suggest answers to questions and identify belonging and meaning in relation to my life and the life of others. I can ask and suggest answers to questions of purpose and truth, values and commitments in relation to my life and the lives of others. I can explain what inspires and influences me. I can express my own, and others views on the challenges of belonging to a religion.