

John Randall Primary School and Nursery Skills Progression: RE

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>I can learn about and take part in a range of religious celebrations.</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.	I can share my own experiences of taking part in religious celebrations.	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.