



Progression in RE

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning about Religion and Faith	In EYFS the children are developing their knowledge and understanding about the world they live in. As part of the EYFS curriculum (Understanding the World: People and Communities) the children learn about the traditions, values and things that are special to themselves and others. At the end of the year the children will show...	I can remember a Christian / Jewish story and talk about it. I can use the right names for things that are special to Christians/ Jews. I can recognise religious art, symbols, and words and talk about them.	I can tell a Christian / Islamic story and talk about their meanings and what some people believe. I can talk about some of the things that are the same for different religious people. I can say what some Christian / Islamic symbols stand for or say what some art is about.	I can describe what a believer might learn from a religious story. I can describe some of the things that are the same and different for religious people. I can describe how people show their beliefs, using religious vocabulary.	I can make links between the beliefs of different religious groups. I can describe and compare practises and experiences that are involved in belonging to different religious groups. I can explain religious beliefs using a range of religious vocabulary used by believers and suggest what they mean.	I can suggest reasons for the similar and different beliefs which people hold. I can explain how religious sources are used to provide answers to important questions about life and morality. I can explain why people belong to religions and how religion can make a difference to the lives of individuals and communities. I can use religious vocabulary in suggesting reasons for the similarities and differences between religions.	I can investigate the significance of religion in the local, national and global communities. I can consider the meaning of a range of forms of religious expression and understand why they are important in religion. I can describe, and begin to understand, religious and other responses to ultimate and ethical questions. I can identify and begin to describe the similarities and differences within and between religions. I can use and interpret information about religions from a range of sources.

Learning from Religion and Faith	<i>‘They know about similarities and differences between themselves and others, and among families, communities and traditions’.</i> - Excerpt from the EYFS Development Matters Document:	I can talk about things that happen to me.	I can ask about what happens to others with respect for their feelings.	I can compare some of the things that influence me with those that influence other people.	I can ask questions about who we are and where we belong, and suggest answers. (Referring to people who have inspired and influenced myself and others).	I can give my own and others’ views on questions about who we are and where we belong. (This is an opportunity to show their knowledge of a range of religious views).	I can reflect on what it means to belong to a faith community, communicating my own responses.
		I can talk about what I find interesting or puzzling.	I can talk about some things in stories that make people ask questions.	I can ask important questions about life and compare my ideas with those of other people.	I can ask questions about the meaning and purpose of life. I can use my knowledge of religions and my own experiences to suggest a range of answers.	I can identify the challenges of belonging to a religion and explain what inspires and influences me.	I can recognise the challenges of commitment within religions and compare this with their own commitments.
		I can talk about what is important to me and to other people.	I can talk about what is important to me and to others with respect for their feelings.	I can link things that are important to me and other people with the way I think and behave.	I can discuss moral decisions I and other people make. I can suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.	I can ask questions about the meaning and purpose of life and suggest answers which relate to my own and others’ lives.	I can discuss my own and others’ views of religious truth and belief, expressing my own ideas.
						To ask questions about things that are important to me and to other people and suggest answers which relate to my own and others’ lives.	I can reflect on ideas of right and wrong and my own and others’ responses to them.
							I can reflect on sources of inspiration in my own and others’ lives.

Religion Coverage Throughout a two year cycle	Christianity and other world faiths met through stories and festivals	Judaism Christianity Islam	Judaism Christianity Islam	Christianity Islam Hinduism Sikhism Judaism	Christianity Islam Hinduism Sikhism Judaism	Christianity Hinduism Buddhism Islam Humanism Judaism	Christianity Hinduism Buddhism Islam Humanism Judaism
	By following the new Cambridgeshire Syllabus pupils will get the opportunity to investigate and compare various world religions throughout their learning.						