



RE 23-24

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Learning about religion	<ul style="list-style-type: none"> <li>Listen with enjoyment to stories, songs and poems from different sources and traditions</li> <li>Use talk to organise, sequence and clarify thinking, ideas and feelings about an event</li> <li>Answer who, why and how questions in response to stories and experiences</li> <li>Talk about how they and others show feelings</li> </ul>	<ul style="list-style-type: none"> <li>recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>recognise and name features of religions and beliefs</li> <li>recount outlines of some religious stories</li> <li>recognise some religious symbols and words</li> <li>recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>retell religious, spiritual and moral stories</li> <li>identify how religion and belief is expressed in different ways</li> <li>identify similarities and differences in features of religions and beliefs</li> <li>retell religious stories and identify some religious beliefs and teachings</li> <li>suggest meanings in religious symbols, language and stories</li> <li>identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>	<ul style="list-style-type: none"> <li>comment on connections between questions, beliefs, values and practices</li> <li>describe the impact of beliefs and practices on individuals, groups and communities</li> <li>describe similarities and differences within and between religions and beliefs</li> <li>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> <li>show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</li> <li>show understanding of the ways of belonging to religions and what these involve</li> </ul>	<ul style="list-style-type: none"> <li>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> <li>make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate</li> <li>compare the different ways in which people of faith communities express their faith.</li> <li>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals</li> </ul>
Learning from religion	<ul style="list-style-type: none"> <li>To think and talk about issues of right and wrong</li> <li>Respond to a significant experience, showing a range of feelings where appropriate</li> <li>Develop a respect for their own cultures and beliefs, and those of other people</li> <li>Develop awareness of their our needs, view</li> </ul>	<ul style="list-style-type: none"> <li>identify what they find interesting and puzzling in life</li> <li>identify aspects of own experience and feelings, in religious material studied</li> <li>identify what is of value and concern to themselves, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>recognise that some questions about life are difficult to answer</li> <li>ask questions about their own and others' feelings and experiences</li> <li>respond sensitively to the experiences and feelings of others, including those with a faith</li> <li>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>gather, select, and organise ideas about religion and belief</li> <li>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> <li>ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> <li>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>	<ul style="list-style-type: none"> <li>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>interpret religions and beliefs from different perspectives</li> <li>interpret the significance and impact of different forms of religious and spiritual expression</li> <li>express their views on some fundamental questions of identity, meaning, purpose and morality</li> <li>discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to</li> <li>make informed responses to people's</li> </ul>



Rotherhithe Primary School Progression of Skills and Knowledge



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	and feelings and are sensitive to those of others				values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply
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