

Religious Education Progression Document

The Horsell Village School



	Reception	Year 1	Year 2
Showing Knowledge and Understanding			
Knowledge			
	<p>Understand that some places are special to members of their community</p> <p>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.</p>	<ul style="list-style-type: none"> • recognise and name features of religions and beliefs • recall features of religious, spiritual and moral stories and other forms of religious expression • recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> • identify similarities in features of religions and beliefs • retell religious, spiritual and moral stories • identify possible meanings for stories, symbols and other forms of religious expression • identify how religion and belief is expressed in different ways
Skills			
	<p>Investigation</p> <ul style="list-style-type: none"> •ask questions: <p>Who am I and where do I belong? Why do we have celebrations? What makes a place special? What makes something special? What can we learn from stories? What makes our world wonderful?</p>	<p>Investigation</p> <ul style="list-style-type: none"> •ask relevant questions •with help answer questions <p>Interpretation</p> <ul style="list-style-type: none"> •begin to draw meaning from artefacts, works of art, music, poetry and symbolism •begin to understand religious language •ask questions about religious stories <p>Analysis</p> <ul style="list-style-type: none"> •begin to distinguish between features of different religions and beliefs 	<p>Investigation</p> <ul style="list-style-type: none"> •ask relevant questions •know how we might find answers <p>Interpretation</p> <ul style="list-style-type: none"> •begin to draw meaning from artefacts, works of art, music, poetry and symbolism •develop understanding of religious language •understand some of the meanings of religious stories <p>Analysis</p> <ul style="list-style-type: none"> • develop ability to distinguish between features of different religions and beliefs
Expressing ideas, beliefs and insights			
Knowledge			

	<p>Celebrations Recognise that people have different beliefs and celebrate special times in different ways .</p> <p>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.</p>	<ul style="list-style-type: none"> • express their own experiences and feelings • identify what is important to themselves and may be important to others • identify what they find interesting and puzzling in life 	<ul style="list-style-type: none"> • respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings • ask questions about their own and others' ideas, feelings and experiences • give a reason why something may be valued by themselves and others • recognise that some questions about life are difficult to answer
Skills			
	<p>Investigation</p> <ul style="list-style-type: none"> •ask questions: Who am I and where do I belong? Why do we have celebrations? What makes a place special? What makes something special? What can we learn from stories? What makes our world wonderful? <p>Expression</p> <ul style="list-style-type: none"> •begin to recognise and talk about festivals and celebrations 	<p>Reflection</p> <ul style="list-style-type: none"> •reflect on feelings, relationships and experience <p>Empathy</p> <ul style="list-style-type: none"> •consider the thoughts, feelings and experiences of others •identify feelings such as love and wonder •see issues from their point of view <p>Expression</p> <ul style="list-style-type: none"> •talk about important events, rituals and practices in their own life 	<p>Reflection</p> <ul style="list-style-type: none"> •reflect on feelings, relationships and experience, ultimate questions, beliefs and practices <p>Empathy</p> <ul style="list-style-type: none"> •consider the thoughts, feelings, experiences, beliefs and values of others •identify feelings such as love wonder, forgiveness and sorrow •see the world through the eyes of others <p>Expression</p> <ul style="list-style-type: none"> •talk about important events, rituals and practices in their own and others lives

	Reception	Year 1	Year 2
	<p>'Knowledge and Understanding' and 'Expressing ideas, beliefs and insights'</p> <p>Progress in RE depends upon the development of the following generic learning skills applied to RE Reflection, Empathy, Investigation, Interpretation, Evaluation, Analysis, Synthesis, Application, Expression</p>		
Child Speak	I can...	I can...	I can...
Knowledge	<p>I can talk about a place, a special story or person belonging to a faith community</p> <ul style="list-style-type: none"> o I can recall some simple religious stories o I can describe some features of a special place or a book or stories o I can say that that other people have places, times, books, objects and people that are special to them o I can describe how people celebrate some religious festivals <p>I can say that that festivals are special times for different people</p> <p style="color: red;">I can share places, times, books, objects and people that are special to me</p> <ul style="list-style-type: none"> o I can give examples linked to my own life o I can share occasions when things have happened in my life o I can talk about groups I belong to and know that other children belong to different groups o I can respond with sensitively 	<p>I can talk about some simple ideas in Christianity / Judaism</p> <ul style="list-style-type: none"> o I can retell a story o I can talk about issues o I can ask and suggest some good questions about Christianity / Judaism o I can recognise some objects from Christianity / Judaism and say why these are important o I can identify and describe some ways that..... o I can collect examples of.... o I can give an account of..... <p style="color: red;">I can offer ideas of my own</p> <p style="color: red;">I can use creative ways to express my own ideas</p>	<ul style="list-style-type: none"> o I can make links between what Christians / Muslims are taught and what they believe. o I can identify some similarities and differences o I can retell religious, spiritual and moral stories o I can identify possible meanings for stories, symbols and other forms of religious expression o identify how religion and belief is expressed in different ways o I can answer the unit question thoughtfully o I can give examples of ways that..... o I can respond sensitively and imaginatively to questions about my own and others' ideas, experiences and feelings o I can express my own ideas about Christianity / Islam in the light of my learning o I can ask questions about their own and others' ideas, feelings and experiences o I can suggest my own ideas o I can suggest meanings

	<ul style="list-style-type: none"> and responsibility to the world around me o I can show a range of feelings in response to my experiences e.g. awe, wonder, sadness, joy etc 		<ul style="list-style-type: none"> o I can give a reason why something may be valued by themselves and others o I can recognise that some questions about life are difficult to answer
End of KS1	<ul style="list-style-type: none"> o Identify similarities in features of religions and beliefs o Retell religious, spiritual and moral stories o Identify possible meanings for stories, symbols and others forms of religious expression o Identify how religion and belief is expressed in different ways o Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings. o Give a reason why something may be valued but themselves and others o Recognise that some questions about life are difficult to answer 		