

RE Learning Progression

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1	Does God want Christians to look after the world?: I can say how it felt to make something. (WA)	Is it possible to be kind to everyone all of the time?: I can tell you when I have been kind to others even when it was difficult. (WA)	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?: I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbols. (WA)	Is it possible for everyone to be happy?: I can start to show an understanding of why people think it is difficult to be happy all the time. (WA)	How far would a Sikh go for his/her religion?: I can identify the different levels of commitment I show to different things and explain these priorities. (WA)	What is the best way for a Muslim to show commitment to God?: I can show an understanding of why people show commitment in different ways. (WA)

RE Learning Progression

	<p>Does God want Christians to look after the world?: I can remember the Christian Creation story and talk about it. (WA)</p>	<p>Is it possible to be kind to everyone all of the time?: I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. (WA)</p>	<p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?: I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. (WA)</p>	<p>Is it possible for everyone to be happy?: I can tell you some of things Siddhattha did to try to be happy and explain why I think they didn't work for him. (WA)</p>	<p>How far would a Sikh go for his/her religion?: I can make links between how Sikhs practice their religion and the beliefs that underpin this. (WA)</p>	<p>What is the best way for a Muslim to show commitment to God?: I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. (WA)</p>
	<p>Does God want Christians to look after the world?: I can express an opinion about the Christian belief about creation. (WA)</p>	<p>Is it possible to be kind to everyone all of the time?: I can say if I think Christians should be kind and give a reason. (WA)</p>	<p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?: I can start to say why Divali might bring a sense of belonging to Hindus. (WA)</p>	<p>Is it possible for everyone to be happy?: I can begin to show an understanding of what being happy means to Buddhists.</p>	<p>How far would a Sikh go for his/her religion?: I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. (WA)</p>	<p>What is the best way for a Muslim to show commitment to God?: I can think of some ways of showing commitment to God that would be better than others for Muslims. (WA)</p>

RE Learning Progression

A2	<p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?: I can talk about a gift that is special to me. (WA)</p>	<p>Why do Christians believe God gave Jesus to the world?: I can say how I could help solve a problem by showing love. (WA)</p>	<p>Has Christmas lost its true meaning?: I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. (WA)</p>	<p>What is the most significant part of the Nativity story for Christians today?: I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. (WA)</p>	<p>Is the Christmas story true?: I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. (WA)</p>	<p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?: I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. (WA)</p>
	<p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?: I can remember some of the Christmas story. (WA)</p>	<p>Why do Christians believe God gave Jesus to the world?: I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. (WA)</p>	<p>Has Christmas lost its true meaning?: I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. (WA)</p>	<p>What is the most significant part of the Nativity story for Christians today?: I can describe one thing a Christian might learn about Jesus from a Christmas symbol. (WA)</p>	<p>Is the Christmas story true?: I can start to explain the Christian belief that Jesus was the Incarnation of God. (WA)</p>	<p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?: I can describe some of the ways that Christians would celebrate Christmas and</p>

RE Learning Progression

						start to understand which of these would help them understand who Jesus was and why he was born. (WA)
	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?: I can suggest a gift I would give to Jesus. (WA)	Why do Christians believe God gave Jesus to the world?: I can tell you why Christians think God gave Jesus to the world. (WA)	Has Christmas lost its true meaning?: I can start to tell you what Christmas means to Christians and what it means to me. (WA)	What is the most significant part of the Nativity story for Christians today?: I can ask questions about what Christmas means to Christians and compare this with what it means to me. (WA)	Is the Christmas story true?: I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. (WA)	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?: I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus. (WA)
S1	Was it always easy for Jesus to show friendship?: I can talk about my friends and	How important is it for Jewish people to do what God asks them to do?:	Could Jesus heal people?: I can talk about some of the things in the world that	Could the Buddha's teachings make the world a better place?:	Are Sikh stories important today?: I can explain how some stories can teach people	Is anything ever eternal?: I can express the feelings I have when I think

RE Learning Progression

why I like them. (WA)	I can talk about why I do as some people ask but not others. (WA)	people think of as miracles and begin to tell you about a miracle I would like to see happen today. (WA)	I can suggest why there may be problems in the world and how people could help solve them. (WA)	about what is important and how to behave. (WA)	about situations or things I would like to last forever. (WA)
Was it always easy for Jesus to show friendship?: I can remember a story about Jesus showing friendship and talk about it. (WA)	How important is it for Jewish people to do what God asks them to do?: I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. (WA)	Could Jesus heal people?: I can explain one Christian viewpoint about one of Jesus' healing miracles. (WA)	Could the Buddha's teachings make the world a better place?: I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. (WA)	Are Sikh stories important today?: I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. (WA)	Is anything ever eternal?: I can make links between different Christian beliefs and their views on whether anything is ever eternal. (WA)
Was it always easy for Jesus to show friendship?: I can say how Jesus tried to be a good friend. (WA)	How important is it for Jewish people to do what God asks them to do?: I can suggest what I think are	Could Jesus heal people?: I can start to say whether I believe Jesus actually healed people or not. (WA)	Could the Buddha's teachings make the world a better place?: I can give an example of how	Are Sikh stories important today?: I can explain how some stories can teach Sikhs about what is important in life and relate	Is anything ever eternal?: I can reflect on my own beliefs about whether anything is eternal. (WA)

RE Learning Progression

		the most and least important things Jews do that God asks them to do and add at least one reason. (WA)		Buddhists could learn from this and put the teaching into practice to make the world a better place. (WA)	this to non-Sikhs. (WA)	
S2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?: I can talk about a person I admire. (WA)	How important is it to Christians that Jesus came back to life after his crucifixion?: I can say what I believe happens to you when you die and tell you how I remember people close to me. (WA)	What is 'good' about Good Friday?: I can suggest how a person may rescue/ help others who are in difficult situations. (WA)	Is forgiveness always possible for Christians?: I can talk about what sort of help I might need to show forgiveness. (WA)	How significant is it for Christians to believe God intended Jesus to die?: I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. (WA)	Is Christianity still a strong religion 2000 years after Jesus was on Earth?: I can explain how the influence people have had on me has affected what I see as important. (WA)
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?: I can recall parts of the Easter story. I can recognise some	How important is it to Christians that Jesus came back to life after his crucifixion?: I can recall what Christians believe happened on	What is 'good' about Good Friday?: I can start to tell you why Christians believe Jesus' death is important. (WA)	Is forgiveness always possible for Christians?: I can describe what a Christian might learn about forgiveness from a Biblical text. (WA)	How significant is it for Christians to believe God intended Jesus to die?: I can start to explain whether God intended Jesus to be	Is Christianity still a strong religion 2000 years after Jesus was on Earth?: I can explain how one of the reasons people use to suggest that

RE Learning Progression

	symbols in the story. (WA)	Easter Sunday. (WA)			crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. (WA)	Christianity is a strong religion today can be counteracted. (WA)
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?: I can start to show understanding that Jesus is special to Christians and say why. (WA)	How important is it to Christians that Jesus came back to life after his crucifixion?: I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. (WA)	What is 'good' about Good Friday?: I can start to reflect on whether I agree with Christian beliefs about Jesus' death. (WA)	Is forgiveness always possible for Christians?: I can show an understanding of how Christians believe God can help them show forgiveness. (WA)	How significant is it for Christians to believe God intended Jesus to die?: I can start to express my opinion about Jesus' crucifixion being his destiny/ purpose. (WA)	Is Christianity still a strong religion 2000 years after Jesus was on Earth?: I can give my opinion as to whether Christianity is a strong religion now and say why I think this. (WA)
Su 1	Is Shabbat important to Jewish children?: I can tell you which is my favourite day of the week and talk about food I would like to	How special is the relationship Jews have with God?: I can explain why agreements are important and why they should be kept. (WA)	How can Brahman be everywhere and in everything?: I can explain some of the different roles I play whilst still being me. (WA)	What is the best way for a Buddhist to lead a good life?: I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences	What is the best way for a Sikh to show commitment to God?: I can show an understanding of why people show commitment in different ways. (WA)	Does belief in Akhirah (life after death) help Muslims lead good lives?: I can give examples of times when I misinterpreted something. (WA)

RE Learning Progression

	share in a special meal. (WA)			of making a different choice. (WA)		
	Is Shabbat important to Jewish children?: I can use the right names for things that are special to Jewish people during Shabbat and explain why. (WA)	How special is the relationship Jews have with God?: I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. (WA)	How can Brahman be everywhere and in everything?: I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. (WA)	What is the best way for a Buddhist to lead a good life?: I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. (WA)	What is the best way for a Sikh to show commitment to God?: I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. (WA)	Does belief in Akhirah (life after death) help Muslims lead good lives?: I can explain two different Muslim interpretations of Jihad. (WA)
	Is Shabbat important to Jewish children?: I can start to make a connection between being Jewish and decisions about behaviour. (WA)	How special is the relationship Jews have with God?: I can start to explain the significance of one thing Jews do and say how it shows their special	How can Brahman be everywhere and in everything?: I can recognise what I think about some Hindu believes about Brahman and gods, showing	What is the best way for a Buddhist to lead a good life?: I can start to tell you why some aspects of the 8-fold path might be hard for some	What is the best way for a Sikh to show commitment to God?: I can start to express what I think about the best way a Sikh could show	Does belief in Akhirah (life after death) help Muslims lead good lives?: I can recognise what motivates me or influences me to lead a good life and compare it

RE Learning Progression

		relationship with God. (WA)	respect to Hindus. (WA)	Buddhists to stick to. (WA)	commitment to God. (WA)	with what motivates and influences Muslims. (WA)
Su2	Are Rosh Hashanah and Yom Kippur important to Jewish children?: I can say how it feels to say sorry and what I have said sorry for. (WA)	What is the best way for a Jew to show commitment to God?: I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. (WA)	Would visiting the River Ganges feel special to a non-Hindu?: I can explain why water is important. (WA)	Do people need to go to church to show they are Christians?: I can explain some of the feelings my special place gives me and suggest why that is. (WA)	What is the best way for a Christian to show commitment to God?: I can show an understanding of why people show commitment in different ways. (WA)	Does belief in Akhirah (life after death) help Muslims lead good lives?: I can give examples of times when I misinterpreted something. (WA)
	Are Rosh Hashanah and Yom Kippur important to Jewish children?: I can tell you something that either Rosh Hashanah or Yom Kippur is about. (WA)	What is the best way for a Jew to show commitment to God?: I can talk about one of the ways Jews show commitment to God. (WA)	Would visiting the River Ganges feel special to a non-Hindu?: I can describe a Hindu ritual that happens at/ in the River Ganges and explain why this is important and significant to the Hindus taking part in it. (WA)	Do people need to go to church to show they are Christians?: I can describe some of the ways Christians use churches to worship/ celebrate Holy Communion or participate in baptism. (WA)	What is the best way for a Christian to show commitment to God?: I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to	Does belief in Akhirah (life after death) help Muslims lead good lives?: I can explain two different Muslim interpretations of Jihad. (WA)

RE Learning Progression

					some Christians than others. (WA)	
	Are Rosh Hashanah and Yom Kippur important to Jewish children?: I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. (WA)	What is the best way for a Jew to show commitment to God?: I can talk about a way that Jews show commitment to God and say why this might be important. (WA)	Would visiting the River Ganges feel special to a non-Hindu?: I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. (WA)	Do people need to go to church to show they are Christians?: I can start to understand the impact a Christian's special place has on him/her. (WA)	What is the best way for a Christian to show commitment to God?: I can explain why I think some ways of showing commitment to God would be better than others for Christians. (WA)	Does belief in Akhirah (life after death) help Muslims lead good lives?: I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. (WA)

Key

Christianity

Hinduism

Judaism

Islam

Buddhism

Sikhism

RE Learning Progression

EYFS Outcomes

	30-50 Months	40-60+ Months	Early Learning Goal
Listening and Attention	<p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeater refrains and anticipates key events and phrase in rhymes and stories.</p> <p>Focusing attention – still listen or do, but cans shift own attention.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>
Understanding	<p>Understands use of objects.</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting a correct picture.</p> <p>Beginning to understand 'why' and 'how' questions.</p>	<p>Responds to instructions involving a two-part sequence.</p> <p>Able to follow a story without picture or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
Speaking	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>

RE Learning Progression

	<p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>		
Moving and Handling			
Health and Self Care			
Managing Feelings and Behaviours	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>		<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
Self Confidence and Self Awareness	<p>Can select and use activities and resources with help.</p> <p>Welcomes praise for what they have done.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.</p>

RE Learning Progression

<p>Making Relationships</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate question of others</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p>Reading</p>	<p>Listens to and join in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates and anticipated key events and phrase in rhymes and stories Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Hears and says the initial sound in words. Begins to read words and simple sentences. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read,</p>
<p>Writing</p>		<p>Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves</p>

RE Learning Progression

		<p>some sounds correctly and in sequence.</p> <p>Writes on name and other things such as labels, caption.</p> <p>Attempts to write short sentences in meaningful context.</p>	<p>and others. Some words are spelt correctly and others are phonically plausible.</p>
Numbers			
Shape Space and Measure		<p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
People and Communities	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experiences</p> <p>Recognises and described special times or special events for family or friends.</p> <p>Show interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</p>	<p>Enjoys joining in with family customs and routines.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, among families, communities and traditions.</p>

RE Learning Progression

The World	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment.	Looks closely at similarities, differences, patterns and change.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Technology			
Exploring and using Media and Materials	Sings a few familiar songs.	Begins to build a repertoire of songs and dances.	Children sing songs, make music and dance and experiment with ways of changing them.
Being Imaginative	Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Create simple representations of events, people and objects. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.