

Ursuline Catholic Primary School Progress in Skills: R.E.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(Learning about) Developing knowledge and understanding	<ul style="list-style-type: none"> -Listen to and talk about religious stories and respond to what they hear with relevant comments. -Recognise and sing songs, hymns, make music and dance to express religious stories. -Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. -Talk about their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. -Begin to read and understand simple sentences from scripture or from their own religious stories. -Talk about religious stories they have heard and read with others. -Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. 	Retell religious stories.	-	-	-	-	
(Learning about) Developing knowledge and understanding	<ul style="list-style-type: none"> -Talk about their own narratives and explanations of religious stories by connecting their ideas or events to the scripture source used. -Begin to write simple sentences about religious stories using phrases or words which can be read by themselves and others. 	Retell , in any form, a narrative that corresponds to the scripture source used.	-	Retell a narrative that is accurate in its sequence and details (and that corresponds to the scripture source used).	-	-	Show knowledge and understanding of a range of scripture passages (that corresponds to the scripture source used).
(Learning about) Developing knowledge and understanding		-	-	Describe and give reasons for a range of religious beliefs.	*Make links between a given source and a range of religious beliefs.	Begin to show knowledge and understanding of a range of religious beliefs.	Show knowledge and understanding of a range of religious beliefs.

(Learning about) Developing	Listen, talk about and role play how people act in a particular way because of their beliefs.	Describe some of the actions and choices of	Describe some of the actions and choices of	Describe and give reasons for those actions of believers	*Make links between a given source and those actions of believers	Begin to show knowledge and understanding of those	Show knowledge and understanding of those actions of believers
knowledge and understanding		believers that arise because of their belief.	believers that arise because of their belief.	which arise as a consequence of their beliefs.	which arise as a consequence of their beliefs.	actions of believers which arise as a consequence of their beliefs.	which arise as a consequence of their beliefs.
(Learning about) Developing knowledge and understanding	Listen and talk about key figures in the history of the People of God.	-Retell what they know about key figures in the history of the People of God. -Describe the life and work of some key figures in the history of the People of God.	Describe the life and work of some key figures in the history of the People of God.	Describe and give reasons for the life and work of key figures in the history of the People of God.	*Make links between a given source and the life and work of key figures in the history of the People of God.	Begin to show knowledge and understanding of the life and work of key figures in the history of the People of God.	Show knowledge and understanding of the life and work of key figures in the history of the People of God.
(Learning about) Developing knowledge and understanding	-Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. -Listen, talk about and role play how people behave in the local, national and universal church community.	-Retell what they know about key people in the local, national and universal Church. -Describe different roles of some people in the local, national and universal Church.	Describe different roles of some people in the local, national and universal Church.	Describe and give reasons for the different roles of people in the local, national and universal Church.	*Make links between a given source and the different roles of people in the local, national and universal Church.	Begin to show knowledge and understanding of what it means to belong to a church community.	Show knowledge and understanding of a what it means to belong to a church community.
(Learning about) Developing knowledge and understanding	-Recognise and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. -Recognise and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play.	-Retell in any form, beginning to recognise signs and symbols, the celebration of the Sacrament. -Describe some religious symbols and the steps involved in religious actions and worship including the celebration of the Sacraments.	Describe some religious symbols and the steps involved in religious actions and worship including the celebration of the Sacraments.	Describe and give reasons for religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.	*Make links between a given source and religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.	Begin to show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.	Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
(Learning about) Making links and connections					Make links between beliefs and sources, giving reasons for beliefs.	Begin to show understanding of, by making links between beliefs and sources.	Show understanding of, by making links between beliefs and sources.

(Learning about) Making links and connections					Make links between beliefs and worship, giving reasons for actions and symbols.	Begin to show understanding of , by making links between beliefs and worship.	Show understanding of , by making links between beliefs and worship.
(Learning about) Making links and connections					Make links between beliefs and life, giving reasons for actions and choices.	Begin to show understanding of , by making links between beliefs and life.	Show understanding of , by making links between beliefs and life.
(Learning about)	- Recognise key religious words appropriate to their age and stage of development.	Use religious words and phrases	Use religious words and phrases	Use religious words and phrases with accuracy, in context.	Use a range of religious vocabulary.	Begin to use religious vocabulary accurately and appropriately.	Use religious vocabulary widely,

Religious and specialist vocabulary	-Use key religious words appropriate to their age and stage of development.						accurately and appropriately.
(Learning from) Meaning and purpose	Answer 'how' and 'why' questions about their experiences in response to religious stories or events.	-Say what they wonder about -Begin to ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer	-Say what they wonder about -Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer	Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.	Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.	Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.	Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.
(Learning from) Beliefs and values	-Show sensitivity to others' needs and feelings -Talk about how they and others show feelings. -Confidently speak in a familiar group and talk about their ideas. -Express themselves effectively, showing awareness of listeners' needs. -Give their attention to what others say and respond appropriately -Talk about their own and others' behaviour and its consequences. -Talk about past and present events in their own lives and in the lives of family members. -Know that other children don't always enjoy and share the same feelings and are sensitive to this.	Talk about their own feelings, experiences and the things that matter to them. -Begin to ask and respond to questions about their own and others' feelings, experiences and things that matter to them.	-Talk about their own feelings, experiences and the things that matter to them. -Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.	Describe and give reasons for feelings and beliefs that affect their behaviour and that of others.	Make links to show how feelings and beliefs affect their behaviour and that of others.	Begin to show understanding of how their own and other's decisions are informed by beliefs and moral values.	Show understanding of how own and other's decisions are informed by beliefs and moral values.

(Analysis and evaluation) Use of sources as evidence		-	-	Use a given source to support a point of view.	Use a given source to support a point of view.	Use given sources to support a point of view.	Use sources to support a point of view.
(Analysis and evaluation) Construct arguments		-	-	Express a point of view.	Express a point of view.	Express a point of view and give reasons for it.	Show understanding by expressing a point of view and give reasons for it.
(Analysis and evaluation) Make judgements		-	-	Express a preference.	Express a preference.	Express a point of view and begin to arrive at judgements.	Arrive at judgements.
(Analysis and evaluation) Recognise diversity		-	-	-	-	Recognise difference, comparing and contrasting different points of view.	Recognise and show understanding of difference, comparing and contrasting different points of view.