



Progression in Religious Education

		Caterpillars	Nursery	Reception	Year One	Year Two
Learning about Religion	Beliefs and teachings (what people believe)	Listen attentively to a key religious story Learn about a story through activity and play	Listen attentively to some key religious stories Learn about a story through activity and play	Recount outlines of some religious stories	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance
	Practices and lifestyles (what people do)	Talk about significant events in my own experience.	Talk about significant events in my own experience. Describe special times or events for family or friends	Recognise features of religious life and practice	Identify some religious practices, and know that some are characteristic of more than one religion	Describe how some features of religions studied are used or exemplified in festivals and practices
	Expression and language (how people express themselves)	Share own experiences Talk about myself and people who are familiar to me	Share own experiences Talk about myself and people who are familiar to me Show interest in different occupations and ways of life.	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them
Learning from Religion	Identity and experience (making sense of who we are)	Reflection of own experiences Talk about myself and what makes me special	Reflection of own experiences Begin to form good relationships with peers and familiar adults	Identify aspects of own experience and feelings, in religious material studied	Respond sensitively to the experiences and feelings of others, including those with a faith	Compare aspects of our own experiences and those of others, identifying what influences our lives
	Meaning and purpose (making sense of life)	Appreciating the world we live in Show care and concern for living things	Appreciating the world, we live in Show care and concern for living things and begin to ask questions about the world around me	Identify things we find interesting or puzzling, in religious materials studied	Realise that some questions that cause people to wonder are difficult to answer	Compare our own and other people's ideas about questions that are difficult to answer



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	Values and commitments (making sense of right and wrong)	Reflect on own experiences Aware of own feelings and begin to recognise that words and actions can hurt others' feelings.	Reflect on own experiences Aware of own feelings, and know that some actions and words can hurt others' feelings.	Identify what is of value and concern to myself, in religious material studied Think about issues of right and wrong and how humans help one another.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Make links between values and commitments, including religious ones, and own attitudes or behaviour
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ASSESSMENT IN RELIGIOUS EDUCATION

In each module, set time has been given to assess children's knowledge and understanding of what they have learnt. It also provides the opportunity for pupils to question and discuss each module. Questioning skills are encouraged from Foundation Stage upwards.



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This syllabus suggests assessment activities take place in different forms e.g. circle time, questioning, scenarios, role-play, hot seating, brainstorm, simple worksheet etc.

From Year 1, findings from assessment tasks need to be transferred onto the levelling proforma (next page) for each pupil. Teachers to highlight and date when achieved. This form is then passed on to the next teacher during transition.