

RELIGIOUS EDUCATION PROGRESSION



	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>
Learning About Religion	Explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship, starting with Christianity. Listen to and talk about Bible stories and stories from other religious traditions. Use religious words and use their senses in exploring religions and beliefs, practices and forms of expression. Describe how people celebrate some religious festivals.	Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise symbols and other forms of religious expression. Recognise and name features of religions and beliefs. Begin to identify similarities in features of religions and beliefs. Retell religious, spiritual and moral stories. With support, identify possible meanings for stories, symbols and other forms of religious expression. Begin to identify how religion and belief is expressed in different ways.	Identify similarities in features of religions and beliefs. Independently identify possible meanings for stories, symbols and other forms of religious expression. Identify how religion and belief is expressed in different ways. Investigate and connect features of religions and beliefs. Make links between beliefs, stories and practices Identify similarities and differences between religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Identify the impact of beliefs and practices on people's lives.
Learning From Religion	Talk about their own times of celebration. Know that festivals are special times for different people. Talk about their special places, books, objects and people. Be aware that other people have places, times, books, objects and people that are special to them; Describe some features of a special place or a book or stories, Talk about groups they belong to and be aware that other children belong to different groups. Talk about a place, a special story or person belonging to a faith community. Respond with increasing sensitivity and responsibility to the world around them. Show a range of feelings in response to their experiences e.g. awe, wonder, sadness, joy etc.	Identify what they find interesting and puzzling in life. Express their own experiences and feelings. Identify what is important to themselves and may be important to others. 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, with support. Give a reason why something may be valued by themselves and others. Recognise that some questions about life are difficult to answer.	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. Identify what influences and inspires them, and why. Compare their own ideas and feelings about what pupils think is important. Make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions. Ask significant questions about religions and beliefs.