

Progression in RE

The Emmanuel Project

EYFS children working towards Level 1	<i>I am beginning to recount significant parts of some religious stories</i>	<i>I am beginning to recognize, and sometimes name, things that are special in a religion</i>	<i>I am beginning to recognise pictures of religious stories or characters</i>	<i>I am beginning to talk about things that I do or that my family does</i>	<i>I am beginning to respond to 'I wonder' questions about stories or situations</i>	<i>I am beginning to say what is special to me or people around me</i>
	e.g. tell a significant part of a Bible story like finding the lost coin, or welcoming the children	e.g. recognise / name a church, vicar or Bible. Know 'Jesus' is special to Christians.	e.g. recognise a picture of a story about Jesus in a book or painting	e.g. talk about something I can do that I couldn't do when I was little	e.g. say 'maybe she', or 'because he wanted to ...' when hearing Christian stories	e.g. say what is special or precious to me or someone in my family

Suffolk RE Agreed Syllabus 2012 – This syllabus currently uses an 8-level scale for assessing progress. (Agreed Syll. p.39-41)

Attainment Target 1 ~ Learning about religion and belief How pupils develop their knowledge, skills and understanding with reference to:				Attainment Target 2 ~ Learning from religion and belief How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
Level 1	<i>I can</i>	<i>I can</i>	<i>I can</i>	<i>I can</i>	<i>I can</i>	<i>I can</i>
	<i>remember a Christian story and talk about it</i>	<i>use the right names for things that are special in a religion</i>	<i>recognise and talk about religious art, symbols and words</i>	<i>talk about things that happen to me</i>	<i>talk about what I find interesting or puzzling</i>	<i>talk about what is important to me and to other people</i>
	e.g. remember a Christian story or ceremony and talk about it using pictures or artefacts	e.g. use words like God, Thanksgiving, Jesus, church, Bible, Christian, correctly	e.g. recognize a Bible story picture and use accurate names or terms to talk about it	e.g. talk about my own experience of getting lost and being found	e.g. talk about what I find interesting or puzzling about being unique and precious	e.g. talk about what is precious to Christians and what is precious to me

	Attainment Target 1 ~ Learning about religion and belief How pupils develop their knowledge, skills and understanding with reference to::			Attainment Target 2 ~ Learning from religion and belief How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	a) beliefs, teachings and sources	b) practices and ways of life	c) forms of expression	d) identity and belonging	e) meaning, purpose and truth	f) values and commitments
	I can	I can	I can	I can	I can	I can
2	2a tell a Christian story and say some things that people believe	2b talk about some of the things that are the same for different religious people	2c say what some Christian symbols stand for or what some of the art (music, etc) is about	2d ask about what happens to others with respect for their feelings	2e talk about some things in stories that make people ask questions	2f talk about what is important to me and to others with respect for their feelings
	<i>e.g. tell the Jonah story and say some things people believe e.g. God sent Jonah on a mission</i>	<i>e.g. talk about some of the mission activities done by churches to help others</i>	<i>e.g. say what some pictures of Pentecost show, or talk about being salt and light</i>	<i>e.g. think of a question to ask a Christian respectfully about their church activities</i>	<i>e.g. ask some questions about Pentecost to which I would like to know the answers</i>	<i>e.g. talk about something I think is important to do to make the world better and see what is important to others</i>
3	3a describe what a believer might learn from a religious story	3b describe some of the things that are the same and different for religious people	3c use religious words to describe some different ways in which people show their beliefs	3d compare some of the things that influence me with those that influence other people	3e ask important questions about life and compare my ideas with those of other people	3f link things that are important to me and other people with the way I think and behave
	<i>e.g. describe what a Christian might learn from the story of Jonah e.g. obeying God, God's love</i>	<i>e.g. describe things that are the same / different in the work Christians do as part of the mission of the church</i>	<i>e.g. use religious words to describe different ways Christians believe they can do one of the Marks of Mission</i>	<i>e.g. compare who influences me with how Jesus and his words influence a practising Christian</i>	<i>e.g. ask what things make a difference in the world and compare with some Christian ideas e.g. in a song</i>	<i>e.g. link some things in the Marks of Mission with things I value and which affect how I think and behave</i>

4	make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	ask questions about the moral decisions I and others make, and suggest what might happen as a result of different decisions, including those made with ref. to religious beliefs / values
	4a <i>I can link the Bible's teaching about 'giving thanks to God' to how a Christian prays and worships and suggest how it influences their lives</i>	4b <i>I can use the right religious words to describe things which happen at a Eucharist and how it might make a Christian feel</i>	4c <i>I can create an image of the Last Supper to express the feelings and beliefs of a Christian and explain what it means</i>	4d <i>I can ask some questions about who inspires me, who I want to remember, and suggest why, comparing my ideas to others in class</i>	4e <i>I can ask whether being thankful or giving thanks to God is important in life and suggest my own answers and that of a Christian</i>	4f <i>I can ask big questions about how people face problems in life and suggest what might happen if people chose to play the 'Glad game'</i>
5	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life / morality	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual & moral expression found within and between religions	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion; explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives
	5a <i>I can suggest reasons for why Christians believe Eucharist is important to them and explain how they draw on the Bible for their ideas</i>	5b <i>I can produce a guide to Eucharist that describes why different Christians say it is important and how it makes a difference to their life</i>	5c <i>I can compare, two very different Last Supper images, exploring why they are same / different, using wide religious vocabulary,</i>	5d <i>I can give my views, and those of others on the challenges of being a follower of Christ facing difficult situations in life</i>	5e <i>I can ask some big questions about humans in relation to a vast universe and suggest answers a Christian like Buzz Aldrin might give</i>	5f <i>I can ask questions about whether it is always right to be thankful and suggest answers which relate to my life and those of others</i>