



Progression in R.E

Learning about Religion	FS 1	FS 2	Year 1	Year 2
	<p>Knowledge and Understanding of the World end point: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Talk about the lives of people around them and their roles in society</p>		<p>Hertfordshire Agreed Syllabus end point: Children develop an understanding of religious beliefs and practices and the meaning behind these. Children learn about Christianity and one other religion reflected in the school's demographic.</p>	
	<ul style="list-style-type: none"> • Talk about their own experiences linked to family, celebrations and key events • Show an interest in a range of stories • Linked to their own experiences children talk about special places, artefacts, and people • Children take part in quiet and still times 	<ul style="list-style-type: none"> • Talk about their own experiences linked to family, celebrations and key events • Children recognise that they belong to different communities and talk freely • Listen and respond to a range of stories that reflect the diversity of children's experiences • Linked to their own experiences' children talk about special places, artefacts, and people commenting on similarities and differences 	<ul style="list-style-type: none"> • Demonstrate an awareness of different beliefs and practices including festivals, worship and ritual • Children listen to and gain an understanding of stories and comment on their meaning • Recognise how symbols and actions express religious meaning. For example, Muslims wash before they pray, the cross represents Jesus' sacrifice • Gain an understanding about how people practise their faith through prayer and reflection. For example, Muslims pray five times a day 	<ul style="list-style-type: none"> • Demonstrate an awareness of different beliefs and practices including festivals, worship and ritual • Children listen to and gain an understanding of stories and comment on their meaning • Recognise how symbols and actions express religious meaning. For example, Muslims wash before they pray, the cross represents Jesus' sacrifice • Gain an understanding about how people practise their faith through prayer and reflection. For example, Muslims pray five times a day
In our lives	<p>Knowledge and Understanding of the World end point: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Talk about the lives of people around them and their roles in society.</p>		<p>Hertfordshire Agreed Syllabus end point: Children develop knowledge and understanding of sources of wisdom and their impact whilst exploring their own and others responses.</p>	
	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<ul style="list-style-type: none"> • Engage with visitors, for example, families, community members and leaders. Children listen and ask questions • Begin to explore questions about belonging, meaning and truth in order to express their own ideas. For example, 'why are we here?' • Through stories children develop an awareness of others showing care and concern. For example, The Good Samaritan • Children begin to reflect on ideas about what is right and wrong, and consider how spiritual and moral values influence the behaviour and choices of themselves and others, for example, dietary/lifestyle choices 	<ul style="list-style-type: none"> • Welcome and engage visitors, for example, families, community members and leaders. Children listen, enquire and think about responses critically • Explore questions about belonging, meaning and truth in order to express their own ideas. For example, 'why are we here?' • Through stories children demonstrate an awareness of others showing care and concern. For example, The Good Samaritan • Children begin to reflect on ideas about what is right and wrong, and consider how spiritual and moral values influence the behaviour and choices of themselves and others, for example, dietary/lifestyle choices