RE PROGRESSION TARGETS.

	Reception
Communication and language	• children listen with enjoyment to stories, songs and poems from different sources and traditions, responding with relevant comments, questions, or actions; • use talk to organise, sequence and clarify thinking, ideas, feelings and events; • answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; • talk about how they and others show feelings; • develop their own narratives in relation to stories they hear from different traditions.
Personal, social and emotional development	• children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; • work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; • talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; • think and talk about issues of right and wrong and why these questions matter; • respond to significant experiences showing a range of feelings when appropriate; • have a developing awareness of their own needs, views and feelings and are sensitive to those of others; • have a developing respect for their own cultures and beliefs, and those of other people; • show sensitivity to others' needs and feelings, and form positive relationships.

	KS1		
Theology	**A Reception theologian can:** Recognise simple religious beliefs or teachings Talk about some aspects of a religious or belief story Use key theological vocabulary such as 'God' Recreate religious and belief stories through small world play Talk about sacred texts	**A Year 1 theologian can:** Give a clear, simple account of at least one narrative, story or important text use by at least one religion or world view. Recreate religious stories through small world play, making references to specific vocabulary and names (e.g. referring to diva lamps and Ravana when retelling the story of Diwali) Know the name of some sacred texts and what religions they belong to.	**A Year 2 theologian can:** Retell a narrative story or important text use by at least one religion or world view and recognise a link with a belief. Recognise different types of writing from within one text. Recreate religious stories through small world play and talk about why this story is important to the religion it comes from.
Philosophy	**A Reception philosopher can:** Raise puzzling and interesting questions about religious and belief stories Raise puzzling and interesting questions about the world around them Talk about what concerns them about different ways in which people behave Say what matters to them or is of value Use their senses to investigate religion and belief.	**A Year 1 philosopher can:** Give a simple reason using the word 'because' when talking about religion and belief. Ask questions to extend their knowledge about different religions, (cf. KS1 S&L targets) Explain why they have opinions, and understand that others may not share their opinion.	**A Year 2 philosopher can:** Give a reason to say why someone might hold a particular belief using the word 'because.' Talk about differences in opinion and listen to others who hold a different opinion to their own, showing respect.
Human / Social Sciences	**A Reception social scientist can:** Identify simple features of religious life and practice in a family context Recognise a number of religious words Know where some religious worldviews originated Name some religious symbols Name some religious artefacts Talk about religious events that they see or hear about e.g. festivals, ceremonies. Talk about what people wear because of their beliefs. Visit a local place of worship. Talk to someone who holds a particular religious belief.	**A Year 1 social scientist can:** Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Show understanding of how religious artefacts have special roles in religious life. Ask questions to a member of a religious group. Begin to understand important ceremonies that take place in religious buildings.	**A Year 2 social scientist can:** Identify ways in which beliefs can have an impact on a believer's daily life, their family or their community. Name some religious artefacts and why they are important to a particular religion. Understand how religious ceremonies can have a role in the life of a religious person.

	KS2			
Theology	**A Year 3 theologian can:** Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	**A Year 4 theologian can:** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority.	**A Year 5 theologian can:** Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	**A Year 6 theologian can:** Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
Philosophy	**A Year 3 philosopher can:** Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.	**A Year 4 philosopher can:** Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views.	**A Year 5 philosopher can:** Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.	**A Year 6 philosopher can:** Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument.
Human / Social Sciences	**A Year 3 social scientist can:** Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	**A Year 4 social scientist can:** Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	**A Year 5 social scientist can:** Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	**A Year 6 social scientist can:** Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.