



# CCI R.E. Progression of Skills document from EYFS to Year 2

	EYFS
	<p>I can talk about some religious stories using new vocabulary. I can recognise some religious words, e.g., about God, holy books or places of worship.</p> <p>I can identify some of their own feelings in the stories they hear.</p> <p>I can identify a sacred text e.g. Bible, Qur'an .</p> <p>I can talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>I can hold conversations about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p>I know some similarities and differences between religious communities in Britain.</p>
	<p>I can talk about people who are special to them.</p> <p>I can hold conversations about what makes their family and friends special to them.</p> <p>I can identify some of the qualities of a good friend. I can reflect on the question 'Am I a good friend?'</p> <p>I can recall and talk about stories of Jesus as a friend to others using new vocabulary.</p> <p>I can recall stories about special people in other religions and talk about what we can learn from them.</p> <p>I know some similarities and differences between religious communities in Britain.</p> <p>I can talk about somewhere that is special to themselves, saying why.</p>
	<p>I know some similarities and differences between religious communities in Britain.</p> <p>I am aware that some religious people have places which have special meaning for them.</p> <p>I can hold conversations about the things that are special and valued in a place of worship.</p> <p>I can identify some significant features of sacred places using recently acquired vocabulary.</p>
	<p>I can recall simple stories connected with Christmas / Easter and a festival from another faith.</p> <p>I can say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith.</p> <p>I can use new vocabulary to identify some similarities and differences between religious communities in Britain.</p> <p>I can respond imaginatively and expressively to what happens at their favourite times.</p> <p>can recognise two different places of worship using new vocabulary.</p> <p>I can use appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church.</p>
	<p>I can talk about things I find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>I can re-tell stories about creation and nature, talking about what they say about the world, God, human beings.</p> <p>I can respond imaginatively and expressively to the beauty and delight of the natural world.</p> <p>I can think about the wonders of the natural world, expressing ideas and feelings.</p> <p>I can express ideas about how to look after animals and plants.</p> <p>I can talk about what people do to mess up the world and what they do to look after it. give examples of special occasions and suggest features of a good celebration.</p>
	<p>I know that Christians believe God came to Earth in human form as Jesus.</p> <p>I can talk about Christians believing Jesus came to show that all people are precious and special to God.</p> <p>I can recognise why Christians remember Jesus' last week at Easter.</p> <p>I can tell what Jesus' name means ('He saves').</p> <p>I can tell you why Christians believe Jesus came</p>



	I can talk about the fact that Jewish people believe in God.	I can make links between some Jewish teachings and how Jewish people live.  I can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.
	I can recognise that some Jewish people remember God in different ways (e.g., mezuzah, on Shabbat).	I can talk about how the mezuzah in the home reminds Jewish people about God.
	I can recognise that there are special places where people go to worship, and talk about what people do there. I can identify at least three objects and symbols used in worship in two religions.  I can identify a special time they celebrate and explain simply what celebration means.	I can identify special objects and symbols found in a place where people worship, and be able to say something about what they mean and how they are used.  I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, and Eid.
	I can recognise and name some symbols of belonging from my own experience. I can name some symbols of Christian and Muslim belonging suggesting what these might mean and why they matter to believers.	I can identify two ways people show they belong to each other when they get married. I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.
<b>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</b>	I can identify some ways Muslims mark Ramadan and celebrate Eid and how this might make them feel.	Identify some ways Muslims mark Ramadan and celebrate Eid and how this might make them feel.
	I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.	Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.
	I can recognise some ways in which Christians, Muslims and Jewish people treat their sacred books.	I can recognise that sacred texts contain stories which are special to many people and should be treated with respect.
	I can talk about ways that objects and symbols that are used in churches, mosques and/or synagogues show what people believe.	I can talk about ways that objects, stories actions and symbols that are used in churches, mosques and/or synagogues show what people believe.
	I can show an awareness that some people belong to different religions.	I am beginning to be aware that some people regularly worship God in different ways and in different places.  I can identify ways that some people make a response to God by caring for others and the world.
	I can talk about how religions teach that people are valuable, giving simple examples.	I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.

	I can talk about what is special and of value about belonging to a group that is important to them.	I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.
	I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.	I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. I can identify some similarities and differences between the celebrations studied.
<b>Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</b>	I can talk about issues of good and bad, right and wrong that arise from the stories that we have learnt.	I can talk about issues of good and bad, right and wrong that we learn about.
	I can ask some questions about believing in God and offer some ideas of their own.	I can ask some questions about God that are hard to answer and offer some ideas of their own.
		I can express my own ideas about why Jewish people choose to celebrate in specific ways.
	I can ask and suggest answers to questions arising from stories Jesus told and from another religion.	I can suggest their own ideas about stories from sacred texts and give reasons for their significance.
	I can describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel. I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	I can describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel. I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
	I can respond to examples of co-operation between different people.	I can respond to examples of co-operation between different people.
	I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.	I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.
	I can use creative ways to express my own ideas about the creation story and what it says about what God is like.	I can use creative ways to express my own ideas about the creation story and what it says about what God is like.