**Cohort Tracker – RE** **Year of Entry:**

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| | By the end of each key stage, children will be able to, as a minimum:<br><br>KNOW ABOUT AND UNDERSTAND:<br>Investigations of religions and worldviews: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | a. talk about what items and people are important to them and to other people; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | b. show awareness and sensitivity towards their own and others' needs, views and feelings; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | c. show awareness of how people can care for living beings; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | d. respect their own and others' ways of life. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| KS1 | a. talk about what is important to them and to other people with respect for feelings; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | b. retell stories suggesting meanings for sources of wisdom, festivals and worship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | c. ask their own questions about God/deity, special people and special occasions; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | d. recognise some different symbols and actions which express a community's way of life, appreciating similarities between communities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | e. provide a good reason for the views they have and the connections they make. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| LKS2 | a. compare different ideas about God in the traditions studied; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | b. ask important questions about the practice of faith and compare some different possible answers; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | c. link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | d. provide good reasons for the views they have and the connections they make. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| UKS2 | a. describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | b. ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | c. ask important questions about social issues and suggest what might happen depending on different moral choices; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | d. provide good reasons for the views they have and the connections they make. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Cohort Tracker – RE** **Year of Entry:**

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| | Knowledge and understanding of Christianity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | a. talk about a story about Jesus or a story Jesus told that illustrates Christian concern for the outsider or the marginalised; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | b. talk about the creation and how some Christians show their care for the natural world; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | c. recognise some items found in a church that are connected with important Christian beliefs or practices; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | d. recall at least one person associated with the life of a church. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| KS1 | a. recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | b. recall the key features of the Gospel stories of Christmas and Easter; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | c. say something about how Christians talk about a relationship with God; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | d. say something about how and why Christians try to help others; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | e. provide a good reason for the views they have and the connections they make. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| LKS2 | a. describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | b. describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | c. describe a way in which some Christians work together locally; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | d. describe the importance of the Bible for Christians and give examples of how it is used; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | e. provide good reasons for the views they have and the connections they make. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| UKS2 | a. make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | b. describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | c. describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | d. describe and compare different ideas Christians may have about salvation and life after death with reference to key texts; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | e. provide good reasons for the views they have and the connections they make. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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**Cohort Tracker – RE** **Year of Entry:**

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| | Knowledge and understanding of religions or worldviews other than Christianity. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | a. talk about a story from the religion or worldview being studied; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | b. talk about the natural world and how care is shown for all living things; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | c. recognise some items that are connected with important beliefs or practices; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS | d. recall at least one person associated with the life of the religion or worldview being studied. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| KS1 | a. recall stories about an inspirational person; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | b. recall key features of an inspirational event, ritual or special occasion; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | c. say how stories in a selected tradition are inspirational for believers; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | d. say something about how and why followers of this tradition try to help others; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 | e. provide a good reason for the views they have and the connections they make. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| LKS2 | a. describe what believers might learn from the significant texts/writings being studied; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | b. describe what some of the arts in the tradition being studied might mean to believers; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | c. describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | d. describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LKS2 | e. provide good reasons for the views they have and the connections they make. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| UKS2 | a. describe and compare different interpretations of religious identity; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | b. explain how and why people express beliefs, values and ideas of spirituality through ceremonies, festivals and other creative ways; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | c. suggest reasons for similar and different interpretations of scriptures and other important texts; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | d. explain why some people are inspired to follow a particular religious or philosophical path. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UKS2 | e. use reasoning and examples to express their own views on how the tradition being studied has affected the world. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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