

RE Progression Map
Armathwaite School

	Reception and Year 1		Year 2 and 3		Year 4/5/6		
	Year A	Year B	Year A	Year B	Year A	Year B	Year C
Knowledge	Stories can be important for different reasons. Some religious stories help people understand beliefs and values. Families and religious communities may welcome babies in different ways, including ceremonies and celebrations. Every person is unique. People may value different things about themselves, others and their communities. Some people believe in God as creator, protector, guide or source of	Different religions and worldviews offer different explanations about how the world began. Creation stories communicate beliefs and meanings. Creation accounts can influence how people understand the world and their responsibility towards it. People have special times, celebrations and traditions. Religious and non-religious families may mark important occasions differently. Places can be special because	Giving thanks can be expressed through religious worship, festivals and everyday actions. People may give thanks to God, other people or for the world around them. Religious and non-religious worldviews offer different ideas about human identity, purpose and what makes humans distinctive. Different traditions have ideas about right and wrong, forgiveness, repentance, consequences and making amends.	People may describe connection to God through prayer, worship, nature, religious experience and community. Prophets are important figures in several religious traditions and may communicate teachings or messages believed to come from God. Prayer can involve words, silence, movement, music and actions. Practices differ between and within religious communities. Water can symbolise life,	Beliefs can influence identity, decisions, relationships and actions. Religious and non-religious beliefs may be deeply important to individuals. Christianity is diverse, with different denominations, cultures, traditions and interpretations. Religious and non-religious worldviews offer different ideas about death, the soul, afterlife and what gives life meaning. Beliefs about death can influence funerals, grieving, remembrance and how people live their lives. Sacred texts use different genres and	Religions may share some ideas and practices but also have important differences. Diversity exists within traditions as well as between them. The Bible has historical, religious, cultural and literary significance and is interpreted in different ways. Places may be significant because of history, revelation, community, worship or personal experience. Religious and non-religious ideas can influence views about authority, leadership,	Texts may be regarded as sacred because of their origin, authority, content, use in worship and significance to communities. Jesus is understood in different ways, including as a historical figure, teacher, prophet, Messiah and, for Christians, the Son of God. Religious and non-religious worldviews offer different explanations for suffering, including human choice, natural causes and theological explanations. Beliefs about suffering may influence charitable action, resilience, compassion and

RE Progression Map
Armathwaite School

	love; others may not believe in God. Religious and non-religious worldviews can encourage kindness, fairness and care for others. People can value the natural world in different ways. Some religious people believe the world is created and should be cared for.	of memories, people, activities or beliefs. Some people have special places for worship. People may have different ideas about God. Some believe God cannot be represented or seen in a human form. Care for others can be expressed through religious teachings and human values.	Light can have practical, symbolic and religious meanings and may feature in festivals and worship. Prayer may take place in homes, places of worship and other locations. People pray in different ways and for different reasons. Sacred texts can be sources of wisdom, authority and identity, but their importance and interpretation vary.	cleansing, new beginnings and belonging in different religious traditions. People may base moral decisions on religious teachings, family, community, reason, experience or human values. Fire can have symbolic and practical roles in worship, festivals and religious traditions.	forms of language, including narrative, poetry, metaphor and teaching. Interpretation can affect meaning. Pilgrimage can involve journey, identity, community, sacrifice and spiritual significance. Religious people may undertake pilgrimage for different reasons.	equality and responsibility. Religion is shaped by history, culture, geography, migration and local communities. There is significant internal diversity within traditions. Global and local contexts can produce different expressions of the same worldview while maintaining shared beliefs or practices.	responses to injustice. Beliefs and values can motivate individuals and communities to challenge injustice and work for change. Religion and non-religious worldviews continue to influence identity, communities, ethics, politics, culture and society.
Skills	Listen and respond to stories; identify what is special; make simple connections with own experiences.	Compare stories; identify similarities and differences; recognise that accounts can have different purposes.	Identify different reasons for gratitude; compare practices; explain simple connections	Use examples as evidence; describe experiences without assuming everyone has	Explain links between belief and behaviour; compare perspectives; recognise diversity. Investigate diversity within a worldview; avoid	Investigate reasons using evidence; evaluate significance from different perspectives. Investigate significance	Compare different types of texts; investigate how and why sources are valued. Compare interpretations; distinguish between

RE Progression Map
Armathwaite School

	Compare ways of welcoming; identify similarities and differences; ask questions about belonging. Talk about self and others; listen to different views; recognise uniqueness. Ask questions about beliefs; identify that people hold different views; express own ideas without assuming everyone agrees. Make links between beliefs and actions; give simple reasons for choices; consider consequences.	Identify and talk about special times; sequence events; compare celebrations. Make links between belief and action. Describe a special place; notice features; ask questions about unfamiliar places. Explore representations carefully; distinguish between a representation and a belief; respect differing views. Apply learning to a new situation; explain why an action may be kind or fair.	between belief and action. Explore more than one viewpoint; give reasons; make thoughtful comparisons. Consider ethical situations; explain consequences; compare responses to wrongdoing. Interpret simple symbols; compare meanings; explain why something may be important. Ask and investigate questions; compare practices; recognise diversity within traditions.	the same experience. Identify the role of a key figure; compare accounts; explain why someone is important. Compare forms of prayer; identify purpose; ask respectful questions. Interpret symbols in context; compare how the same symbol can have different meanings. Evaluate possible reasons; distinguish between a claim and supporting	generalisations; compare evidence and examples. Handle sensitive questions respectfully; distinguish between belief, evidence and opinion. Make connections between beliefs and lived practices; evaluate differing responses. Interpret language in context; compare literal and non-literal readings; support ideas with evidence. Evaluate the significance of experience; use case studies and evidence; consider differing interpretations.	through different sources; compare local, national and global examples. Analyse factors shaping lived religion; compare sources and examples.	historical evidence and faith claims. Analyse multiple perspectives; evaluate claims; construct nuanced, evidence-informed conclusions.
--	---	---	--	--	---	---	---

RE Progression Map
Armathwaite School

	Observe and describe the natural world; express wonder; suggest ways to care for it.		Investigate a source; distinguish between text and interpretation; explain why a source may be authoritative.	reason; justify a view. Compare uses of a symbol; interpret meaning using evidence and context.			
Vocabulary	<u>N/R Vocabulary</u> story, special, important, remember, meaning, belief, unique, family, friend, belong, different, world, nature, creation, festival, tradition. <u>Year 1 Vocabulary</u> baby, family, welcome, ceremony, belonging, baptism, christening, God, belief, creator, creation, care, protect, kindness, fairness.	<u>N/R Vocabulary</u> special, celebration, festival, tradition, remember, family, worship, church, mosque, home, community. <u>Year 1 Vocabulary</u> creation, creator, world, belief, story, begin, responsibility, steward, world, care, God, belief, image, symbol, representation, Christian, Muslim.	gratitude, worship, prayer, belief, worldview, identity, morality, forgiveness, consequence, justice, conscience, light, symbol, sacred, scripture, authority, interpretation.	belief, spiritual, worship, prayer, prophet, revelation, message, symbol, baptism, morals, ethics, values, conscience, evidence, reason, purification.	belief, worldview, identity, values, diversity, denomination, interpretation, death, mortality, afterlife, soul, resurrection, reincarnation, scripture, sacred, metaphor, literal, pilgrimage, devotion, significance	religion, worldview, similarity, diversity, tradition, Bible, scripture, authority, translation, interpretation, sacred, significance, pilgrimage, leadership, power, justice, equality, responsibility, culture, diaspora, lived religion, representation.	sacred, scripture, authority, revelation, interpretation, Jesus, Messiah, incarnation, suffering, evil, free will, justice, compassion, theodicy, injustice, resilience, conviction, equality, activism, courage, secular, pluralism, society.

RE Progression Map
Armathwaite School