

RE Progression Map

| | YFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|---|---|---|--|--|---|---|
| LEARNING ABOUT RELIGION | | | | | | | |
| 1 | Identify my own religion & beliefs and begin to use language associated with my faith | Recall and name different beliefs and practices (e.g. festivals, worship, rituals and ways of life) | Recall and name different beliefs and practices and know the meanings behind them (e.g. festivals, worship, rituals and ways of life) | Describe and make some connections between different features of the religions and world views I have studied. | Describe and make connections between different features of the religions and world views I have studied. | Make connections between different features of the religions and world views I have studied and can reflect on their significance | Make connections between different features of the religions and world views I have studied and can give examples of how they are significant |
| 2 | Listen to & respond to some religious stories recalling some of the main events e.g. Nativity | Retell some religious and moral stories. | Retell and suggest meanings to some religious and moral stories. | Describe and make some links between stories and other aspects of the communities I have studied. | Describe and make links between stories and other aspects of the communities I have studied. | Use evidence to describe links between stories and other aspects of the communities I have studied. | Use evidence to compare and contrast stories and other aspects of the communities I have studied. |
| 3 | Recognise some symbols from my own religions & beliefs | Recognise some different symbols which express a community's way of life. | Recognise different symbols and actions which express a community's way of life. | Describe a range of symbols and actions used by different communities to show their faith. | Describe and explain a range of symbols and actions used by different communities to show their faith. | Identify and give reasons for the different ways different communities show their faith. | Identify similarities and differences between ways different communities show their faith. |
| 4 | Respond to how & why questions about own experiences & belief | Ask and respond to questions about what individuals and communities do. | Ask and respond to questions about what individuals and communities do and why. | Explain the meaning of some religious views and beliefs for the communities I have studied. | Explain the meaning and significance of religious views and beliefs for the communities I have studied. | Explain what difference belonging to a community might make. | Explain what difference belonging to a community might make giving reasons for my ideas. |
| 5 | Demonstrate a developing awareness of self-interests, wants, needs & beliefs. | Know some of the different ways of expressing identity and belonging. | Know and respond sensitively to differences in the way believers' express identity and belonging. | Give examples of the benefits for believers that belonging to a community or faith may bring. | Give examples of the benefits and challenges that belonging to a community or faith may bring. | Identify the difference between belonging and committing to a community, faith or belief. | Identify similarities and differences between belonging and committing to a community, faith or belief. |
| 6 | Talk about own beliefs & experiences linked to religion & communities and identify similarities between beliefs & religions with support. | Identify some similarities between religions and communities. | Identify some similarities and differences between religions and communities. | Use questions to discuss some similarities and differences between different religions and some world views. | Discuss similarities and differences between different religions and world views. | Independently identify similarities and differences within and between different religions and world views. | Independently identify and give reasons for similarities and differences within and between different religions and world views. |
| LEARNING FROM RELIGION | | | | | | | |
| 7 | Show sensitivity to other people who have different views from my own. | Express my own ideas in response to key questions | Express my own ideas in response to key questions and give reasons. | Express my own views in response to some challenging questions about belonging. | Express my own views in response to challenging questions about belonging giving reasons for my views. | Answer challenging questions about belonging from different perspectives including my own. | Use evidence and examples to answer challenging questions about belonging from different perspectives including my own. |
| 8 | Work with others in a range of situations, describing the importance of cooperation and collaboration. | Give examples of co-operation between people who are different (e.g. Mohammed and the camel). | Identify examples of cooperation between people who are different from religious stories (e.g. Mohammed and the camel). | Use what I know about community, values and respect to identify some ways how diverse communities can live together. | Use what I know about community, values and respect to identify how diverse communities can live together. | Use my own knowledge and experience about community, values and respect to identify how diverse communities can live together. | Apply my knowledge and understanding about how diverse communities can live together to explain community unrest. |
| 9 | Identify right and wrong within the context of my own experiences e.g. behaviour | Talk about questions of right and wrong. | Express my ideas and opinions when talking about questions of right and wrong. | Discuss ethical questions about what is right and wrong. | Discuss ethical questions about fairness and what is right and wrong. | Express my own ideas to ethical questions about fairness and what is right and wrong giving reasons for my views. | Express my own ideas to ethical questions about fairness and what is right and wrong considering different viewpoints. |