



Keep your roots deep in Jesus Christ the Lord, build your lives on him
 and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

Religious Education Progression Map

EYFS	<p align="center">Early Learning Goal: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <p align="center">Early Learning Goal: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
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	Years 1 and 2	Years 3 and 4	Years 5 and 6
Investigate / Enquire	Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
Express	Pupils can retell religious stories.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils ask ultimate questions and can express their own and others' views.
Interpret	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Reflect	Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.

Empathise	Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe the impact of religion of people's lives.
Apply	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.
Analyse	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can suggest possible reasons for distinctive beliefs within and between religions.
Synthesise	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Evaluate	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.

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