INSKIP ST. PETER'S C.E. PRIMARY SCHOOL Learning, Loving and Living with Jesus



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

	Early Learning Goal: People, Culture and Communities				
EYFS	Children at the expected level of development will:				
	 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;				
	Early Learning Goal: Past and Present				
	Children at the expected level of development will:				
	• Know some similarities and differences between things in the past and now,				
	drawing on their experiences and what has been read in class;				

	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.

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