

# Progression Map: RE

## Knowing & Understanding Religions & World Views

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk about religion, their own beliefs and their family members beliefs.</p> <p>To recognise signs and symbols linked to different world faiths.</p>	<p>To recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>To retell and suggest meanings to some religious and moral stories.</p> <p>To recognise symbols and actions to some religions.</p>	<p>To explore and describe religious beliefs and practises.</p> <p>To look for similarities between world views and religions.</p>	<p>To understand symbols, beliefs and practices linking to different world views and religions.</p>	<p>To explain the impact of beliefs on people's lives and make connections between ideas, practices and viewpoints.</p>	<p>To appreciate and assess different understandings of religions and worldviews.</p>

## Expressing Ideas about Religions & World Views

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk about similarities and differences between themselves and others, among families, communities and traditions</p>	<p>To observe, notice and recognise different identities within religions.</p>	<p>To ask and express their opinions about different religions actions and practices sensitively.</p> <p>To identify similarities between different religions and world views.</p>	<p>To describe religions from thoughtful observations.</p>	<p>To consider and understand different religious ideas and world views.</p>	<p>To explain diverse ideas and viewpoints clearly and thoughtfully.</p>	<p>To express insights into questions, giving coherent accounts of beliefs and ideas.</p>

## Gain & Deploy Skills for Learning

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To experience events from different traditions and communities.</p> <p>To understand that they can expect others to treat their needs,</p>	<p>To notice and find out about different religions and world views.</p>	<p>To explore, use and respond to ideas of about religions and worldviews.</p>	<p>To explore, reflect and discuss questions, ideas and different viewpoints.</p>	<p>To apply ideas about religions and worldviews thoughtfully.</p>	<p>To Investigate and explain why religions and worldviews matter</p>	<p>To research and interpret ideas, sources and arguments of religions and worldviews.</p>

# Progression Map: RE

views, cultures and beliefs with respect.					
---	--	--	--	--	--

National Curriculum Aims		
Early Years Outcome	KS1	KS2
<p>In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.</p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions</li> <li>use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities</li> <li>talk about how they and others show feelings</li> <li>develop their own narratives in relation to stories they hear from different communities</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>children understand that they can expect others to treat their needs, views, cultures and beliefs with respect</li> <li>work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously</li> <li>talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable</li> <li>think and talk about issues of right and wrong and why these questions matter</li> </ul>	<p><b>Know about and understand religions and worldviews</b></p> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</li> <li>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ul> <p><b>Express ideas and insights into religions and worldviews</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</li> <li>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>Notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul> <p><b>Gain and deploy the skills for learning from religions and worldviews</b></p> <ul style="list-style-type: none"> <li>Explore questions about belonging, meaning and truth so that they can express their own</li> </ul>	<p><b>Know about and understand religions and worldviews</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</li> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</li> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</li> </ul> <p><b>Express ideas and insights into the significance of religion and worldviews</b></p> <ul style="list-style-type: none"> <li>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</li> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</li> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</li> </ul> <p><b>Gain and deploy skills for engaging with religions and worldviews</b></p> <ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</li> </ul>

# Progression Map: RE

<ul style="list-style-type: none"> <li>• respond to significant experiences showing a range of feelings when appropriate</li> <li>• have a developing awareness of their own needs, views and feelings and be sensitive to those of others</li> <li>• have a developing respect for their own cultures and beliefs, and those of other people</li> <li>• show sensitivity to others' needs and feelings and form positive relationships.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• children talk about similarities and differences between themselves and others, among families, communities and traditions</li> <li>• begin to know about their own cultures and beliefs and those of other people</li> <li>• explore, observe and find out about places and objects that matter in different cultures and beliefs</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• children use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings</li> <li>• respond in a variety of ways to what they see, hear, smell, touch and taste</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• children access a wide range of books, poems and other written materials to ignite their interest</li> </ul>	<p>ideas and opinions in response using words, music, art or poetry.</p> <ul style="list-style-type: none"> <li>• Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>• Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</li> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>
--	---	---

# Progression Map: RE