

RE Progression Overview

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attainment target 1: Learning about religions (Knowledge and understanding of:)	NURSERY - To begin to talk about their own family and who they live with - To begin to talk about how religious events are celebrated. RECEPTION - Talk about members of their immediate family and community - Understand that some places are special to members of their community - To talk about celebrations in major faiths -Show an understanding of their own feelings and those of others (ELG) 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 (ELG)	- Pupils can remember religious stories and talk about them. (Sum1) - Pupils can remember the right name for things that are special to believers. (Sp1) - Pupils can <u>talk</u> about religious art, symbols and words. (Sp1)	- Pupils can <u>retell</u> religious stories and talk about them. (Sum1) - Pupils can identify how religion and belief are expressed in different ways - Pupils can identify similarities and differences in features of religions and beliefs - Pupils can say what some symbols stand for, and say what some of the art and music in religions is about	- Pupils can <u>retell</u> religious stories and talk about them. (Sum1) - Pupils can identify the impacts of beliefs and practices on people's lives - Pupils can identify similarities and differences between religions and beliefs - Pupils can describe some religious sources (religious texts) and explain that these teachings affect religious groups.	- Pupils comment on connections between questions, beliefs, values and practices - Pupils describe the impact of beliefs and practices on individuals, groups and communities - Pupils can use the right religious words to describe similarities and differences within and between religions, beliefs and practices.	- Pupils can explain connections between questions, beliefs, values and practices in different belief systems - Pupils can recognise and explain the impact of beliefs and ultimate questions on individuals and communities - Pupils can explain how and why differences in belief are expressed. - Pupils can describe some reasons for why people belong to religions and explain how similarities and differences between religions can make a difference to the lives of individuals and communities.	- Pupils use religious and philosophical terminology and concepts to explain religions, beliefs and value systems - Pupils explain some of the challenges offered by the variety of religions and beliefs in the contemporary world - Pupils explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. - Pupils use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions.

Attainment target 2: Learning from religions (Response, evaluation, application and questions of:)	NURSERY - To begin to talk about what a story might mean. - To be able to say and demonstrate through their choices, what is wrong and what is right. RECEPTION - To begin to talk about what a story might mean and what it means to them. - To be able to say what is wrong and what is right and why.	- Pupils can <u>talk</u> about things that happen to them. (Aut1) - Pupils can <u>talk</u> about what they find interesting or puzzling. (Ongoing) - Pupils can <u>talk</u> about what is important to them. (Aut1)	- Pupils recognise that some questions about life are difficult to answer - Pupils ask questions about their own and others' feelings and experiences - Pupils identify possible meanings for symbols and other forms of religious expression - Pupils can talk about some things in religious/moral stories that make people ask questions. - Pupils can talk about what is important to them and to others with respect for their feelings.	- Pupils investigate and connect features of religions and beliefs - Pupils ask significant questions about religions and beliefs - Pupils describe and suggest meanings for symbols and other forms of religious expression - Pupils can begin to ask questions about the meaning of life and about identity. - Pupils begin to ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom.	- Pupils gather, select, and organise ideas about religion and belief - Pupils suggest answers to some questions raised by the study of religions and beliefs - Pupils suggest meanings for a range of forms of religious expression, using appropriate vocabulary - Pupils begin to give their opinion with reasons and references to some sources of wisdom, such as religious texts or inspirational people. - Pupils can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom.	- Pupils suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence - Pupils recognise and explain diversity within religious expression, using appropriate concepts. - Pupils give their own views and describe the views of others on questions about identity and the meaning of life.	- Pupils identify the influences on, and distinguish between, different viewpoints within religions and beliefs - Pupils interpret religions and beliefs from different perspectives - Pupils interpret the significance and impact of different forms of religious and spiritual expression - Pupils express clear opinions on matters of religion and belief, using some examples to support their views.
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