

# RE Progression Map



Please refer to the individual learning blocks for key vocabulary.

Year Group	TITLE/CONCEPT			
	<b>KNOWING IT</b> When we can recall and draw upon key beliefs, teachings and stories.	<b>EXPLORING IT</b> When we learn more about religious beliefs and how these influence people's daily lives.	<b>LINKING IT</b> When we are able to compare religions, make connections between them and form our own personal beliefs.	<b>RELIGIONS COVERED</b>
EYFS (Nursery)	I know that there are symbols which help people to lead their lives and that some symbols have religious meaning.	I am developing positive attitudes about the differences between people.  I join in with family customs and routines.  I can begin to make sense of my own life stories and family history.  I can show an interest in the lives of people who are familiar to me.	I can talk about what I have experienced or seen in photos  I can talk about some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends and family.	Any relevant to cohort.
EYFS (F2)	I am beginning to recognise some religious symbols, particularly ones that link to my own personal life.  I am beginning to recall parts of religious stories.  I know who special people are to followers of some religions.	I can share my experiences of places of worship and important places within the community.  I celebrate religious festivals that are relevant to our lives as a cohort.  I enjoy listening to other's experiences that are different to mine.	I can have conversations about my community, be interested in others' experiences and to show curiosity when religious conversation arises.  I can start to link others' religious and important experiences to my own.  I can talk about people who are special to me.	Christianity Judaism Any relevant to cohort
Year 1	I can identify the Christian church and the main artefacts that can be found in it.  I can recognise some Christian Symbols.  I can retell simply key stories – especially those linking to religious holidays.  I can recognise the Christian God as the Creator, the Sustainer and as a forgiving entity and as an initial idea of creation.	I can give examples of religious festivals that link to local beliefs (e.g. Christmas, Easter, Sukkot, Harvest)  I can embrace how religions celebrate some key holidays by experiencing them myself. (Abrahamic religions specifically taught).  I can listen to others' experiences with respect for the fact they're not the same as mine.	I can make simple comparisons between why I think places are special and why the church is a sacred place for Christians.  I can participate in conversations about my own experiences, relating them to the key ideas, such as forgiveness.	Christianity Judaism (Abrahamic Religions)

Year 2	<p>I can identify more than one place of worship. I can recognise that some religions have a holy day of the week.</p> <p>I can identify the Synagogue and the main artefacts that can be found in it.</p> <p>I can recognise some important Jewish symbols e.g. the star of David.</p> <p>I can broaden my knowledge of religious holidays and how they are celebrated.</p>	<p>I know the significance of some religious foods and how they link to festivals.</p> <p>I can identify when certain Abrahamic religious celebrations commence.</p> <p>I can listen carefully to others' experiences and know that not all of our experiences or beliefs are the same and we should celebrate that.</p>	<p>I can identify more than one special religious place and know my own special place in order to compare it.</p> <p>I can confidently express my own experiences of religious festivals and relate them to the ones I have learnt about.</p> <p>I can share my own ideas around creation, sensitively and respectfully.</p>	Christianity Judaism (Abrahamic)
Year 3	<p>I can identify key religious figures from the religious stories and beliefs we have explored (including Jesus, Rama, Sita and Joseph).</p> <p>I can identify the mosque and the main artefacts that can be found in it.</p> <p>I can recognise some important Islamic symbols e.g. the five pillars of Islam.</p> <p>I can retell key events within the Holy Week and recognise them within the calendar (Shrove Tuesday).</p> <p>I can understand the role of 'The fall' within the creation story.</p>	<p>I can observe the key practices of a faith and recognise key artefacts that link to worship.</p> <p>I can describe religious practices, worship and core beliefs and how they hold significance for believers' lives.</p> <p>I am aware of a number of Abrahamic religious celebrations and can begin to acknowledge when they are in the calendar year.</p> <p>I know about a non-Abrahamic celebration (Diwali).</p> <p>I can listen carefully to others' experiences, noticing the diversity of others' beliefs within my school community.</p>	<p>I can recognise that some religions see God as one entity and that other religions (Hinduism) see God as an entity that comes in many different forms.</p> <p>I can explain why a religious story can hold significance to more than one faith (Joseph).</p> <p>I can suggest how key beliefs and concepts may impact believers' attitudes and ways of life, sensitively and with reasoned argument.</p> <p>I can compare similarities and differences between one or more Abrahamic religions with a non-Abrahamic religion.</p>	Hinduism Islam Christianity (Abrahamic and Non-Abrahamic Religions)
Year 4	<p>I understand the concept of the Trinity being God the father, God the son and God the Holy Spirit.</p> <p>I know that Christians try to describe God using symbols, similes, metaphors, song, stories, poems and art to try and understand him better. I can give examples of this.</p> <p>I know what the Gospel is and know some faith stories from it.</p> <p>I know some faith stories from other religions (specifically Hinduism and Islam).</p>	<p>I can talk about and give examples of how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>I can give examples of how believers of different faiths try to show love to all.</p> <p>I can reflect on my own personal ideas of right and wrong, as well as different faiths' ideas of right and wrong.</p> <p>I can identify where teaching and beliefs are put into practice through worship and social justice.</p>	<p>I can make the connection between how some teachings on God, for different religions, impacts how believers today live their lives.</p> <p>I can give examples relating to my own life about how my beliefs affect how I live.</p> <p>I can make connections about the concept of God being everywhere as a belief that is held in more than one religion.</p> <p>I can take part in discussions suggesting ideas about how the lives, teachings and example of key religious figures in different religions</p>	Christianity Islam Hinduism (Abrahamic and Non-Abrahamic Religions)

		<p>I can appreciate the impact of beliefs on individuals, communities and societies.</p> <p>I can listen carefully to others' experiences and respect the diversity of others' beliefs when discussing them.</p>	<p>influence the faith today (Christianity, Islam and Hinduism).</p> <p>I can make links, spotting similarities and differences, between faith stories of different religions and express our own personal opinions about them.</p> <p>I can suggest how the stories and teachings I have studied may alter how I behave and live my life.</p> <p>I can discuss, through exploring religious beliefs, how these connect to the wider world and other faiths.</p>	
Year 5	<p>I understand why holy journeys and rituals within them are important to religious believers.</p> <p>I know why God's Kingdom is compared to a feast.</p> <p>I can identify how art is used to express understandings of afterlife.</p> <p>I can understand that each faith has their own beliefs about what happens in the afterlife and can identify similarities within these beliefs e.g. a day of judgement or paradise.</p>	<p>I can explain how holy journeys are symbolic of a core belief and can be an expression of faith.</p> <p>I can explore how parables further support key beliefs and concepts at the core of a religion e.g., forgiveness.</p> <p>I can discuss what different faiths believe comes after life.</p> <p>I can share my own opinions as well as contemplate religious views on what makes life is so important.</p> <p>I can apply my understanding of a religion's core beliefs to notice differences within beliefs around the afterlife e.g. re-incarnation.</p> <p>I can consider different reasons why religious believers make different sacrifices for their faith e.g. fasting and can begin to empathise with individuals.</p> <p>I can listen carefully to others' experiences, respect the diversity of other's beliefs and discuss them with sensitivity.</p>	<p>I can explain connections between biblical texts to the key concept of the kingdom of God and identify how this may influence religious practice.</p> <p>I can relate certain Christian teachings or beliefs about God's Kingdom to some issues, problems or opportunities in my own life, within local community or within the world.</p> <p>I can form justified decisions about whether the world could or should learn from Christian ideas.</p> <p>I can use key teachings and examples to deduce what kind of king I believe Jesus is.</p> <p>I can form my own justified beliefs and artwork reflecting my understanding of what comes next, taking some inspiration from what religious believers think happens after life.</p> <p>I can discuss how religious beliefs around the afterlife influence daily practises and core beliefs of a religion.</p> <p>I can make connections between how religions strengthen their faith in different ways.</p>	<p>Christianity</p> <p>Islam</p> <p>Multi-faith links to afterlife (Abrahamic and Non-Abrahamic Religions)</p>

<p>Year 6</p>	<p>I know where different religions place of worship is and why they have one.</p> <p>I can recall key features of places of worship and some symbolism linked to different faiths. I can give examples of how people of faith are inspired to act on their beliefs.</p> <p>I can explore different ideas about God and how people of faith can believe they know God or know about God.</p> <p>I understand the role of worship in a range of faiths as a means of communicating with God.</p>	<p>I can explore teachings of significant religious people through either scripture or their example.</p> <p>I am aware of many practices and beliefs (surrounding prayer, worship and expressing faith) that are shared between different faiths. I will experience different types of prayer e.g. listen to the Islam call to prayer.</p> <p>I can compare popular prayers from a range of faiths.</p> <p>I can show how believers put their beliefs into practice as well as putting my own beliefs into practice through school events.</p> <p>I can identify and draw connections about the Christian idea of God, using different types of biblical text to do so.</p> <p>I can plan questions and suggest answers that different people of faith would respond with, concerning the character and whereabouts of God.</p> <p>I can use artwork to explore core beliefs about how religious believers would depict communicating with God or where he is according to teachings.</p> <p>I can listen carefully to others' experiences, respect the diversity of other's beliefs and respond critically but sensitively.</p>	<p>I can consider the ways in which religious leaders motivate believers to take action in their communities.</p> <p>I can reflect on religious believers' influences and compare this to what motivates and influences their commitment.</p> <p>I can link where actions of religious believers are inspired by their core beliefs that I have learned in previous years.</p> <p>I can express and justify opinions sensitively whilst debating between believers and non-believers around a variety of topics.</p> <p>I can make connections between how believers feel about places of worship in different traditions.</p> <p>I can form my own opinions about the importance of prayer, using my knowledge of prayer across different religions.</p>	<p>Multi-faith units drawing on prior knowledge of core beliefs</p>
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