

RE Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs, teachings and sources	Recount and discuss some religious stories.	Retell religious stories and identify beliefs and teachings.	Describe some religious beliefs and teachings of religions studied and their importance	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making comparisons between religions.	Make comparisons between the key beliefs, teachings and practices of the religions studied in Year 5 and before.	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Processes and ways of life	Recognise features of religious life and practice.	Identify some religious practices and know that some relate to more than one religion.	Describe how some features of religions studied are used or exemplified.	Show understanding of the ways of belonging to religions and what this means for believers.	Explain in detail the significance of religious practices to the lives of individuals and their communities.	Explain in increasing detail the significance of religious practices to the lives of individuals and their communities.
Forms of expression	Recognise some religious symbols and words.	Suggest meanings of religious symbols, language and stories.	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	Compare the different ways in which people of different faiths express their faith, making links and drawing comparisons.	Compare the different ways in which people of different faiths express their faith, making an increasing number of links and drawing comparisons.

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<p>Identity and belonging</p>	<p>Identify aspects of their own experience and feelings in material studied.</p>	<p>Respond sensitively to the experiences and feelings of others, including those of a faith or none.</p>	<p>Compare aspects of their own experiences and those of others, identifying what influences their lives.</p>	<p>Ask questions about the significant experiences of key figures from religions studied.</p>	<p>Discuss and express their views on fundamental questions of identity, meaning, purpose and morality related to the religions studied.</p>	<p>Critically engage with fundamental questions of identity, meaning, purpose and morality in relation to the religions studied and their own beliefs.</p>
<p>Meaning, purpose and truth</p>	<p>Identify aspects they find interesting in material studied.</p>	<p>Realise that some big questions are difficult to answer.</p>	<p>Compare their own and other people's ideas about questions that are difficult to answer.</p>	<p>Ask questions regarding the big questions of life, suggesting answers and making reference to the religions studied.</p>	<p>Express their views on some fundamental questions of identity, meaning, purpose and morality.</p>	<p>Express their own views on fundamental questions of identity, meaning, purpose and morality, engaging critically with these as well as the views of others.</p>
<p>Values and commitments</p>	<p>Identify what is of value and concern to them in material studied.</p>	<p>Respond sensitively to the values and concerns of others in relation to the matters of right and wrong.</p>	<p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p>	<p>Ask questions about values such as right and wrong and suggest answers that demonstrate an understanding of moral and religious beliefs.</p>	<p>To increasingly understand how people's values and commitments, particularly those derived from the religions studied, may impact on their lives.</p>	<p>To understand how people's values and commitments, particularly those derived from the religions studied, may impact and inform the lives of people and their communities.</p>