



KS 1 & KS2 Progression in Religious Education

Excellence with Compassion

		Working Towards, Expected and GD Outcomes						
Area of Inquiry	Key Question	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs, Teachings, Sources of Wisdom & Authority <u>Reception</u> Who Made The Wonderful World and Why? <u>Class 1</u> What Responsibility Has God Given People About Taking Care of Creation? <u>Class 2</u> What is the Story of Noah Really All About? How Do Easter Symbols Help Us To Understand The Meaning of Easter for Christians? <u>Class 3</u> What is the Bible's Big Story? <u>Class 4</u> What Does it Mean to be a Hindu? <u>Class 5</u> How do the first five Gurus shape Sikhism? <u>Class 6</u> Should Every Christian go on a Pilgrimage? How Would Christians Advertise Christmas to Show What Christmas Means Today?	How do religions and philosophies understand and develop beliefs and teachings within their traditions?	Talk about a religious story. Remember a religious (eg Christian, Hindu etc) story and talk about it.	Talk about a religious story. Retell a religious (eg Christian, Hindu etc) story and talk. Retell a religious (eg Christian, Sikh etc) story and give some meaning behind different beliefs and practices.	Retell a religious (eg Christian, Hindu etc) story and talk about it. Retell a religious story and suggest meanings to some religious and moral stories. Begin to describe what a believer might learn from a religious story.	Retell a religious story and suggest meaning to some religious and moral stories. Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully. Make links between the beliefs (teachings, sources, etc) of different religious groups and begin to show how they are connected to believers' lives.	Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully. Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives. Begin to suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Make links between the beliefs (teachings, sources, etc) of different religions studied and show how they are connected to believers' lives. Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. Say what religions teach about some of the big questions of life, using different sources and arguments to begin to explain the reasons for diversity within and between them.	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life. Present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence.

Ways of Living	How do people keep in touch with their faith/philosophy?	Talk about some belonging ceremonies. (eg Christening).	Talk about some belonging ceremonies (eg Christening).	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life.	Ask and respond to questions about why communities do different things.	Describe and begin to make connections between some of the things that are the same and different for religious people.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Can begin to explain, with reasons, the meaning and significance of religion/ faith to individuals and communities.
<u>Reception</u> What Is So Special About Easter? <u>Class 1</u> What is it Like to Live as a Jewish person? <u>Class 2</u> Why Are They Having a Party? <u>Class 3</u> What Does it Mean to be Jewish? <u>Class 4</u> How do Hindus worship? <u>Class 5</u> What do the Miracles Tell us About Jesus? <u>Class 6</u> How Does The Christian Festival Of Easter Offer Hope?		Use the right names for things that are special to religious people (eg Christians, Jews).	Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Begin to explain the meanings behind different beliefs and practices.	Ask and respond to questions about why religious communities do different things. Begin to describe some of the things that are the same and different for religious people.	Describe and begin to make links between some of the things that are the same and different for religious people. Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities. Show understanding and explain how concepts/beliefs, e.g. forgiveness, resonate in their own life and be able to see that this might be different for other people because of their religious belief.	Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life. Show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion.

Ways of Expressing Meaning	How do people communicate their beliefs and values to others?	Talk about a religious symbol. (eg star at Christmas).	Talk about a religious symbol (eg star at Christmas).	Recognise religious art, symbols and words and talk about them.	Recognise that religious symbols, words and actions express a community's way of living.	Use religious vocabulary to describe some different ways of life and ways of expressing meaning.	Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.	Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply the knowledge to their own understanding of religious and spiritual expression of belief and value.
<u>Reception</u> Why Is Christmas Special For Christians?		Recognise religious art, symbols and words and talk about them.	Recognise religious art, symbols and words and talk about them.	Recognise that religious symbols, words and actions express a community way of living.	Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.	Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.	Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.	Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.
<u>Class 1</u> Why Are Saints Important to Christians? Why is each person important in the Nativity story?			Recognise religious symbols, words and actions. Begin to understand they express a community's way of life.	Use religious vocabulary to describe some of the different ways in which people show their beliefs.	Express religious beliefs (ideas, feelings, etc) using a range of media, and the correct religious vocabulary used by believers, and suggest what they mean.	Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.	Use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.	Use a wide religious and philosophical vocabulary, as well as different forms of expression, in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways.
<u>Class 2</u> Who is the Saint of Our School? What is the Story of Our School Name? How does the symbol of light help us to understand the meaning of Christmas for Christians?								
<u>Class 3</u> What did the Buddha teach his followers about life?								
<u>Class 4</u> Why is Liturgy Important to Many Christians?								
<u>Class 5</u> What Happens In Churches During Lent, Holy Week and Easter Sunday?								
<u>Class 6</u> What Does it Mean to be a Buddhist?								

Questions of Identity, Diversity and Belonging	What do people say about human nature?							
<u>Reception</u> Why Do Christians Believe Jesus Is Special? <u>Class 1</u> Why did Jesus tell stories? <u>Class 2</u> Why do Christians Make and Keep Promises Before God? <u>Class 3</u> How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? Who Is The Most Important Person In The Easter Story? <u>Class 4</u> How Did Belief in God Affect the Actions of People from the Old Testament? <u>Class 5</u> Understanding faith in Westminster <u>Class 6</u> How Has the Christian Message Survived for Over 2000 Years?		Talk about their family. Talk about what they find interesting, curious or puzzling.	Talk about their family. Begin to ask questions about the faith communities in their school. Begin to ask and respond sensitively to what individuals and communities do.	Begin to ask questions about the faith communities in their school. Notice and respond sensitively to some similarities between different religious and worldviews. Begin to make connections between their own experiences of belonging and those of others.	Notice and respond sensitively to some similarities between different religious beliefs and worldviews. Compare their own understanding of belonging with that of someone else's. Identify similarities and differences. Begin to observe and suggest why belonging to a community, (religious or non-religious) may be valuable and bring a different dimension to how to live a life.	Compare some of the things that influence them with those that influence other people. Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people. Give their own and others' views on questions about who they are and where they belong and on the challenges of belonging to a religion. Give a personal view of what inspires and influences them.	Verbalise their own understanding of the concept/belief e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people. Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect. Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.	Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect. Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples. Give a personal view with reasons and examples on what value religious and other views might have for understanding ourselves and others.

Questions of Meaning, Purpose and Truth	How do people tackle the big questions of life?	Say how they feel when they are happy or sad.	Say how they feel when they are happy or sad.	Think about the special things that happen to them and others.	Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.	Ask important questions about life and compare their ideas with those of other people.	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.	Represent the views of others about meaning, purpose and truth.
<u>Reception</u> How Did Jesus Rescue People? <u>Class 1</u> What Does it Mean to be a Muslim? <u>Class 2</u> Why Did Jesus Teach the Lord's Prayer as the Way to Pray? <u>Class 3</u> Who is Jesus? (I am... statements) <u>Class 4</u> Do Fame and Christian Faith go Together? What is Holy Communion and How Does it Build a Christian Community? <u>Class 5</u> How did the final five human Sikh Gurus shape Sikhism? <u>Class 6</u> What Might the Journey of Life and Death Look Like from a Christian Perspective?		Talk about things that happen to them.	Think about the special things that happen to them and others. Talk about aspects of religious stories which raise questions for people.	Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom. Begin to ask important questions about life. Begin to compare their ideas with those of others.	Ask important questions about life and compare their ideas with those of other people. Discuss and represent their own views on challenging questions. Suggest reasons and respond thoughtfully.	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence. Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives.	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence. Represent the views of others about meaning, purpose and truth. Use reasoning and examples to express insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.	Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth. Give a personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life.

Questions of Values and Commitments	What is the best possible use of life?	Say why their family is important to them.	Say why their family is important to them.	Think about what is important to them and to other people.	Begin to express their ideas and opinions.	Link things that are important to us and other people with the way they think and behave.	Confidently ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.	Apply and express their own and others' views about ethical questions, including ideas about what is right and wrong and what is just and fair.
<u>Reception</u> Who Cares For This Special World? <u>Class 1</u> What Are God's Rules for Living? - The 10 Commandments. Why Is Easter The Most Important Festival For Christians? <u>Class 2</u> How do the five pillars of Islam help a Muslim to show commitment to God -Allah? <u>Class 3</u> Why is Remembrance Important? How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? <u>Class 4</u> What Are The Beatitudes and What Do They Mean To Christians? Is the Christmas message of peace still relevant to today's world? <u>Class 5</u> What Can We Learn from Wisdom? How do Art and Music Convey Christmas? <u>Class 6</u> Who Decides?		Talk about what is important to them and to other people.	Think about what is important to them and to other people. Talk about what is important to them and to others with respect for their feelings.	Begin to express their ideas and opinions and to recognise there could be more than one answer. Begin to make links that are important to them and other people with the way they think and behave.	Link things that are important to them and other people with the way they think and behave. Begin to ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.	Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values. Begin to apply and express their own ideas and others' ideas about ethical questions, including ideas about what is right and wrong and what is fair and just.	Confidently ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values. Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them.	Apply and express their own and others' views about ethical questions, including ideas about what is right and wrong and what is just and fair. Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas. Give a personal view with reasons and examples on what value religious and other views might have for understanding what is important to them and to other people.