



Religious Education Progression Map

Learning About Religion						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children to be able to:</p> <ul style="list-style-type: none"> Listen to and talk about religious stories Start to use religious words Start to use own senses in exploring religions, beliefs, practices and forms of expression 	<p>Pupils show awareness by using some religious words to:</p> <ul style="list-style-type: none"> recognise and name features of religious life and practice recall some events in religious stories and festivals recognise verbal and visual forms of religious expression (eg sacred texts, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils show awareness by using some religious words and phrases to:</p> <ul style="list-style-type: none"> identify features of religion identify similarities in religions identify the importance of religion for some people retell religious stories identify how religion is expressed in different ways (eg through stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils show awareness by using some religious words and phrases to:</p> <ul style="list-style-type: none"> describe some key features of religions, beginning to recognise similarities and differences begin to make basic links between beliefs, practices and sources, including religious stories and sacred texts identify the importance of religion for some people identify how religion is expressed in different ways (eg through stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils show breadth of knowledge and some understanding by using a developing religious vocabulary to:</p> <ul style="list-style-type: none"> describe some key features of religions, recognising similarities and differences make basic links between beliefs, practices and sources, including religious stories and sacred texts begin to describe the impact religion has on believers' lives describe some forms of religious expression (eg stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils show awareness by using some religious words and phrases to:</p> <ul style="list-style-type: none"> begin to give simple explanations of sources, practices, beliefs, ideas, feelings and experiences (answering the 'why?' questions) begin to make links between sources, practices, beliefs, ideas, feelings and experiences describe some similarities and differences between religions describe the impact of religion on people's lives begin to give meanings for a range of forms of religious expression (eg stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils show increasing understanding by using a developing religious vocabulary to:</p> <ul style="list-style-type: none"> give explanations of sources, practices, beliefs, ideas, feelings and experiences (answering the 'why?' questions) make links between sources, practices, beliefs, ideas, feelings and experiences describe some similarities and differences between religions describe the impact of religion on people's lives give meanings for a range of forms of religious expression (eg stories, sacred texts, festivals, symbols, artefacts, places of worship,
Learning From Religion						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children to be able to:</p> <ul style="list-style-type: none"> Start to use own senses in exploring religions, beliefs, practices and forms of expression Reflect on their own feelings and experiences Use their imagination and curiosity to develop their appreciation and wonder of the world in which they live 	<p>Pupils talk about:</p> <ul style="list-style-type: none"> their own experiences and feelings what they find interesting or puzzling what is special or of value to themselves and to others what matters or is of concern to themselves and to others 	<p>Pupils:</p> <ul style="list-style-type: none"> ask, and respond sensitively to, questions about their own and others' experiences and feelings recognise that some questions cause people to wonder and are difficult to answer recognise their own values and those of others in relation to matters of right and wrong respond sensitively to the natural world and forms of artistic and spiritual expression 	<p>Pupils:</p> <ul style="list-style-type: none"> begin to identify what influences them, making links between aspects of their own and others' experiences begin to ask important questions about religion and beliefs, making links between their own and others' responses begin to make links between values and commitments and their own attitudes and behaviour 	<p>Pupils:</p> <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences ask important questions about religion and beliefs, making links between their own and others' responses make links between values and commitments and their own attitudes and behaviour 	<p>Pupils:</p> <ul style="list-style-type: none"> identify what influences them, making links between aspects of their own and others' experiences ask important questions about religion and beliefs, making links between their own and others' responses raise, and suggest answers to, questions of morality, identity, belonging, meaning, purpose, truth, values and commitments begin to suggest appropriate meanings for a range of forms of artistic and symbolic expression 	<p>Pupils:</p> <ul style="list-style-type: none"> raise and suggest answers to, questions of morality, identity, belonging, meaning, purpose, truth, values and commitments apply their ideas to their own and other people's lives describe what inspires and influences themselves and others suggest appropriate meanings for a range of forms of artistic and symbolic expression