



RE Curriculum Progression

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Beliefs & practices	<p>I can say what makes me an individual, what I look like, what I am good at, ...</p> <p>I can explain some similarities and differences between self and class mates</p> <p>I know that more than one person can be special</p> <p>I know people I am special to</p> <p>I know some people who are special to me and say why</p> <p>I know some people who help us</p> <p>I know some people who have special jobs, including within places of worship</p> <p>I know some times that are special to me – birthdays</p> <p>I can name some festivals or times that are special to lots of people – Christian festivals, Harvest, Christmas, Easter + others.</p> <p>I can name some special Places Special to me- my home, my classroom, my favourite places</p>	<p>I can retell a faith story.</p> <p>I know which faith a story comes from.</p> <p>I can name some religious festivals and celebrations.</p> <p>I can describe and explain some traditions linked to religious festivals.</p> <p>I can name different ways in which people may worship.</p> <p>I can describe and compare forms of worship common to more than one faith.</p> <p>I can name different parts and important artefacts in a place of worship.</p> <p>I can describe how the building and its artefacts are used in different ways.</p> <p>I can say what I think a faith story means for the believer.</p> <p>I can say why the story is important to the faith member.</p> <p>I can reflect on important days in the year and how faith members celebrate them.</p> <p>I can ask questions about the ways in which people of faith celebrate.</p>	<p>I can compare similarities and differences in religious festivals.</p> <p>I can explain how a person shows religion in their life.</p> <p>I can name some beliefs of two different faiths.</p> <p>I can recognise beliefs that are the same for different faiths.</p> <p>I can name the holy books of different faiths.</p> <p>I can suggest reasons why festivals and rituals are important.</p> <p>I can compare the daily life of children from two different faiths.</p> <p>I can talk about what some faith members believe.</p> <p>I can respect what other people say about their beliefs.</p> <p>I can respond to stories from holy books.</p>	<p>I can compare the experiences of different people participating in a religious festival or celebration.</p> <p>I can identify key events in the lives of faith founders.</p> <p>I can give examples of the teaching of a faith founder.</p> <p>I can describe some different ways people communicate with their God.</p> <p>I can describe the uses of sacred places, symbols and artefacts by believers and the community.</p> <p>I can compare activities at different places of worship.</p> <p>I can consider the positive aspects of participating in religious celebrations.</p> <p>I can reflect on the impact of the faith founders on those around them.</p> <p>I can express thoughts and feelings about why the teaching of a faith founder influences followers.</p> <p>I can consider the meaning of different forms of religious worship.</p> <p>I can share thoughts and feelings about sacred spaces and their use.</p>	<p>I can explore religious stories that identify how believers are expected to behave.</p> <p>I can explain the significance and use of symbols and artefacts in rites of passage.</p> <p>I can describe the teachings of significant religious people, identifying some similarities and differences.</p> <p>I can consider how they are expected to behave and where these rules come from.</p> <p>I can compare the symbolism associated with rites of passage in three faiths.</p> <p>I can reflect on the teachings of significant religious people and how these teachings impact on society</p>	<p>I can show understanding of the way participating in a festival may impact on the life of a faith member.</p> <p>I can investigate how significant religious people are inspired.</p> <p>I can compare key places of pilgrimage and identify why a faith member might go there.</p> <p>I can describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage.</p> <p>I can show understanding of what is sacred for believers in religious places.</p> <p>I can reflect and share how religious celebrations have an impact on the community.</p> <p>I can reflect on what influences religious people.</p> <p>I can reflect on the reasons a faith member may make a special journey.</p> <p>I can suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.</p> <p>I can explain the impact of a sacred place on believers.</p>	<p>I can show how forms of worship are expressions of belief.</p> <p>I can explain the significance of the key teachings of faith founders for faith members.</p> <p>I can express thoughts about the importance of worship for faith members.</p> <p>I can consider how key teachings may impact on faith members and the community.</p>

	<p>I know some places that are special to all of us- classroom, school.</p> <p>I can name some places that are special to other people – Christian places of worship (churches) + others</p> <p>I know the world as a special place</p>	<p>I can talk about what they find interesting or puzzling about the ways people worship.</p> <p>I can share views on the importance of worship in the life of a believer.</p> <p>I can make a response to being in a place of worship and the artefacts they see there.</p> <p>I can reflect on how faith members use the place and the artefacts.</p>		<p>I can explain how activities at local places of worship create a sense of community.</p>			
<p>Identity & values</p>	<p>I can say which books are special to me- my favourite books, books that have been given to me or special to my class/school- class/school books</p> <p>I know that some books are special to lots of people - sacred texts linked to Christianity (the Bible) + others</p> <p>I can say what objects are special to me - my special things</p> <p>I can say what objects are special to my class/school - class/school bears, school badge, ...</p> <p>I know that some objects are special to lots of people- artefacts and symbols linked to Christianity (the cross, the font) + others*</p>	<p>I can recognise what makes a person unique.</p> <p>I can say how faith members are the same and how they are different.</p> <p>I can retell faith stories about caring for others</p> <p>I can say why religious people celebrate an important life event.</p> <p>I can name religious ceremonies connected with important times of life.</p> <p>I can talk about religious symbols and artefacts in an important religious ceremony.</p> <p>I can compare themselves to others.</p> <p>I can talk sensitively about people of different faiths.</p> <p>I can say why they think people of faith may help others.</p> <p>I can talk about their important life events.</p>	<p>I understand that many values come from holy books.</p> <p>I can recognise special rules that religious people follow.</p> <p>I can talk about important promises made by a faith member.</p> <p>I can recognise symbols that show commitment in the life of a religious person.</p> <p>I can recognise the need for values for living.</p> <p>I can make links between some religious rules and rules at school.</p> <p>I can say why people of faith make promises.</p> <p>I can say why symbols of commitment are important to belonging.</p>	<p>I can describe the ways in which people of faith have demonstrated forgiveness and reconciliation.</p> <p>I can give examples of beliefs and values from different faiths and consider how they influence rules for living.</p> <p>I can recognise situations where they need to forgive or be forgiven and ways they might enable this to happen.</p> <p>I can consider the beliefs, values and rules in their lives which may be similar to religious rules.</p>	<p>I can describe the effect of life-changing events on the commitment of significant people of faith.</p> <p>I can share ideas as to how the lives of significant people of faith have affected the lives of others.</p>	<p>I can investigate the impact of religious beliefs, values and rules on the life of a believer.</p> <p>I can explain why significant people of faith acted according to their commitments.</p> <p>I can explain the challenges that believers face when following religious beliefs, values and rules.</p> <p>I can explain how people are inspired by actions of significant people of faith.</p>	<p>I can describe what freedom means to people of faith.</p> <p>I can show understanding of the beliefs and feelings of faith members who have experienced injustice.</p> <p>I can identify the impact of a religious teaching such as forgiveness on a believer’s actions.</p> <p>I can identify the impact that reconciliation has on community harmony.</p> <p>I can show how the milestones of life give a sense of identity and belonging for faith members.</p> <p>I can explain what freedom means to them.</p> <p>I can share experiences of injustice and explain their hopes and dreams for a just world.</p> <p>I can give examples of conflicts that have been resolved within the</p>

		<p>I can say what they think matters most in a religious ceremony.</p> <p>I can say why symbols and artefacts are important at certain times of life.</p>					<p>family, school or community.</p> <p>I can appreciate the power of forgiveness and reconciliation in the world.</p> <p>I can discuss the impact of rites of passage on faith members, their family and community.</p>
<p>Meaning & purpose</p>		<p>I can recall some creation stories from holy books of different faiths.</p> <p>I can say why the world is a special place for faith members.</p> <p>I can say how religious people treat the world with respect.</p> <p>I can reflect on a variety of creation stories.</p> <p>I can say why they think the world is a special place.</p> <p>I can talk about ways that everyone can play their part in caring for the world.</p>	<p>I can identify precious things for people of faith.</p> <p>I can say how some religious artefacts and symbols are used.</p> <p>I can describe how religious people may express their beliefs in actions and gestures.</p> <p>I can identify similarities and differences between creation stories.</p> <p>I can understand that some questions have no simple answers.</p> <p>I can develop an understanding that everyone asks big questions and religions may offer different answers to the same question.</p> <p>I can reflect on what is special to themselves and others.</p> <p>I can consider what religious artefacts and symbols mean to people of faith.</p> <p>I can show how they think a belief links to an action or gesture.</p>	<p>I can explain how personal symbols and artefacts relate to religious beliefs.</p> <p>I can consider why personal artefacts are meaningful.</p>	<p>I can compare different faith beliefs about how the universe began.</p> <p>I can give reasons why people of faith have a sense of awe and wonder about the Earth.</p> <p>I can explore religious teachings to see how faith members should care for the Earth.</p> <p>I can investigate how faith members show care for the environment.</p> <p>I can express thoughts and beliefs about how the universe began.</p> <p>I can share feelings about the sense of awe and wonder in the natural world.</p> <p>I can share thoughts on how and why religions treat the world with respect.</p> <p>I can show understanding of stewardship and suggest actions everyone can take.</p>	<p>I can explain how artefacts and symbols express the beliefs of two different faith members.</p> <p>I can investigate the work of a religious charity.</p> <p>I can explore the values that motivate people of faith to respond to a cause.</p> <p>I can be creative in showing how believers may express themselves through symbols and artefacts.</p> <p>I can say why they think religions do charitable work.</p> <p>I can give reasons why people may choose to make sacrifices to improve the lives of others.</p>	<p>I can identify what makes some questions ultimate.</p> <p>I can offer answers to an ultimate question from different faith perspectives.</p> <p>I can suggest answers to some ultimate questions.</p> <p>I can compare their responses to an ultimate question with that of a faith member, respecting all viewpoints.</p>

			<p>I can talk about their own experiences of new life and ask questions about new beginnings.</p> <p>I can consider questions that appear to have no answer.</p> <p>I can ask big questions and suggest some answers.</p>				
Vocabulary	Same, different, special, place of worship, church, the Bible, Birthday, Christian festivals, Harvest, Christmas, Easter, classroom, home, the cross, the font	Church, holy book, sacred text, Name day, Birthday, Christian festivals, Harvest, Christmas, Easter, Lent, classroom, home, the cross, the font, pews, altar, prayer, God, worship, marriage, ceremony Unique, Synagogue	<p>CHRISTIANITY</p> <ul style="list-style-type: none"> • Christian way of life • Key figure: Jesus <p>JUDAISM</p> <ul style="list-style-type: none"> • Holy book: Torah <p>ISLAM</p> <ul style="list-style-type: none"> • God - Allah <p>Holy book: The Qur'an</p>	<p>CHRISTIANITY</p> <ul style="list-style-type: none"> • Place of worship: Church <p>JUDAISM</p> <ul style="list-style-type: none"> • Place of worship: Synagogue <p>Holy book: Torah</p> <ul style="list-style-type: none"> • Jewish way of life <p>ISLAM</p> <p>Place of worship: Mosque</p>	<p>CHRISTIANITY</p> <ul style="list-style-type: none"> • God • Holy book: Bible • Christian way of life <p>HINDUISM</p> <ul style="list-style-type: none"> • Holy books • Hindu way of life <p>BUDDHISM</p> <ul style="list-style-type: none"> • Buddhist way of life 	<p>CHRISTIANITY</p> <ul style="list-style-type: none"> • Christian way of life <p>BUDDHISM</p> <ul style="list-style-type: none"> • Buddhist way of life <p>SIKHISM</p> <p>Sikh way of life</p> <p>Guru Nanak</p> <p>Gurdwara</p>	<p>CHRISTIANITY</p> <ul style="list-style-type: none"> • Christian way of life <p>ISLAM</p> <ul style="list-style-type: none"> • Muslim way of life <ul style="list-style-type: none"> • Mosque <p>SIKHISM</p> <p>Sikh way of life</p> <p>5Ks</p>
Aspirational	teacher, school staff who help us, the cook	School site manager talk about how school is cared for and our role in helping	special rules that religious people follow. Visit from vicar talk about special clothes symbols and objects they have	Life of Jane Goodall – conservationist Letter to Greta Thunberg	Life of a conservationist Visit by a Buddhist monk	Charity campaigner/worker	Career visitors of different faiths if possible
Global Citizenship	Looking after our world, litter	Creation stories – sense of awe and wonder in the natural world	World faiths approaches to GC	Community gardens Litter pickers	the sense of awe and wonder in the natural world well known conservationists vegetarians and vegans	Christian Charities eg Oxfam Comic Relief CAFOD Christian Aid Save the Children Sikh Charities Buddhist approach to Global Citizenship – Dalai Lama	Contemporary Slavery Freedom Justice Conflict Muslim Charities
Health and Wellbeing	friends helps caring love	Rules for living well	Caring for new life -can talk about their own experiences of new life and ask questions about new beginnings.	Value of green spaces on our Health.	Healthy eating, healthy lifestyle	Meditation Mindfulness	Forgiveness reconciliation

