



**How this document is to be used:**

During planning for the teaching of **RE** the following document will support staff in ensuring coverage of the National Curriculum objectives for their year groups/phases as well as how **RE** should progress as pupils move up the school. Learning objectives should, where possible, be copied from the skills bank below to ensure progression.

Strand	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Learning about Religion</b>	<p>Use simple religious words and phrases.</p> <p>Recognise and name features of religious life and practice.</p> <p>Recall parts of religious stories I know.</p> <p>Identify simple religious symbols.</p>	<p>Use religious words and phrases to identify some features of religion.</p> <p>Talk about the main similarities in religions.</p> <p>Retell religious stories in increasing detail.</p> <p>Suggest meanings for religious actions and symbols.</p> <p>Talk about why religion is important for some people.</p>	<p>Use a developing religious vocabulary to describe some key features of religions.</p> <p>Recognise similarities and differences between key features of religions.</p> <p>Make links between beliefs and sources, including religious stories and sacred texts.</p> <p>Identify the impact religion has on believers' lives.</p> <p>Describe some forms of religious expression.</p>	<p>Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences and explain the impact of beliefs on individuals and communities.</p> <p>Describe some similarities and differences both within and between religions and can suggest possible reasons for this.</p> <p>Make links between sources, practices, beliefs, ideas, feelings and experiences and explain how religious sources are used to provide answers to ultimate questions and ethical issues.</p> <p>Describe in detail the impact of religion on people's lives and describe why people belong to religions.</p> <p>Recognise diversity in forms of religions, spiritual and moral expressions, and within and between religions.</p>
<b>Learning from Religion</b>	<p>Talk about my own experiences and feelings.</p> <p>Talk about things that interest me.</p> <p>Talk about things that puzzle me.</p>	<p>Respond sensitively to questions about my own and other's experiences and feelings.</p> <p>Recognise that some questions cause people to wonder and are difficult to answer.</p> <p>Talk about matters of right and wrong</p>	<p>Identify what influences me.</p> <p>Make links between aspects of my own and others' experiences.</p> <p>Ask important questions about religion and beliefs,</p> <p>Make links between my own and others' responses.</p>	<p>Ask and suggest answers to, questions of identity, belonging, and meaning in relation to my life and the life of others.</p> <p>Ask and suggest answers to, questions of purpose and truth, values and commitments, in relation to my life and the life of others.</p> <p>Express my own and others' views on the challenges of belonging to a religion.</p>



Whitemoor Academy

RE Progression Map

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	Talk about things that are important to me and others.	Recognise and talk about my own values and those of others.		Make links between values and commitments, and my own attitudes and behaviour.
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