



RE Progression Grid



| Concept | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Diversity – What do different groups of people believe in and how have these beliefs changed over time? | Recognise that people have different beliefs and celebrate special times in different ways. | Recall stories from world faiths and talk about what happens in those stories. Talk about the meaning of stories from world faiths. Name people, rituals, artefacts and festivals from world faiths from at least two different religions. | Recall and retell stories from world faiths and talk about what happens in those stories. Discuss the meaning of those stories and the characters in them. Name people, rituals, artefacts and festivals from world faiths from at least three different religions. | Retell stories from world faiths and talk about what happens in those stories, discussing characters' traits. Suggest meaning of stories, rituals and festivals. | Retell stories from world faiths and talk about what happens in those stories, discussing the ideas behind them and characters' traits. Suggest meaning of a wider number of stories, rituals and festivals. | Start to describe religions and world views. Talk about similarities in different world religions. Discuss ideas from religious texts and look for similarities. Suggest meaning of texts. Find similarities in Holy books. | Describe religions and world views. Discuss similarities in different world religions. Discuss ideas from religious texts and look for similarities. Discuss meanings of sayings and parables from religious texts and what they mean to those practising today. Find similarities across religions. |
| Expression – How do different groups of people express their spirituality? | See themselves as a valuable individual. Think about the perspectives of others. | Make observations about world faiths (Who, What, When, Where?). Notice similarities and differences about different religious practices. | Make observations about world faiths (Who, What, When, Where?) and begin to express opinions about them. Notice similarities and differences about different religious practices and begin to express opinions about them. | Make observations about world faiths (Who, What, When, Where?) and give opinions about religions, beliefs and ideas. Notice similarities and differences about different religious practices and give opinions about religions, beliefs and ideas. | Recognise and explain practices across religions and cultures. Identify similarities and differences about different religious practices and give opinions about religions, beliefs and ideas. | Express thoughtful ideas. Begin to express their own position relating to spirituality. | Discuss what devotion, service and self-discipline mean to those practising religions today. Express their own position relating to spirituality and compare and contrast how this is similar or different to the religions and worldviews studied. |

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| Morality – How do beliefs shape behaviour? | <p>Continue to develop positive attitudes about the differences between people.</p> <p>Begin to recognise good and bad choices and how behaviour can affect others.</p> | <p>Begin to ask questions about why groups of people behave the way they do.</p> <p>Recognise the concepts of right and wrong and apply this understanding in their own lives.</p> | <p>Ask questions about why groups of people behave the way they do and begin to make links between belief and behaviour.</p> <p>Demonstrate a growing tolerance of different opinions.</p> | <p>Identify reasons why different groups of people behave the way they do by relating this to beliefs.</p> <p>Demonstrate respect for the right for others to believe different things to them.</p> | <p>Tolerate different opinions and engage in constructive discussion about different points of view.</p> <p>Begin to explain why different groups of people may behave in certain ways as a result of their belief or culture.</p> | <p>Demonstrate acceptance of the views of others.</p> <p>Explain why people from different religious backgrounds behave in certain ways and identify similarities and differences in their own behaviour and practices.</p> | <p>Demonstrate acceptance and understanding of the religion and worldviews of others.</p> <p>Articulate how their own behaviour is linked to their beliefs or worldview.</p> |
| Inspiration – How has organised Religion influenced different societies? | <p>Show sensitivity to their own and others' needs.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | <p>Recognise symbols, festivals and people relating to different world faiths.</p> | <p>Ask questions and begin to express opinions about symbols, festivals and people relating to different world faiths.</p> | <p>Ask questions and give opinions about symbols, festivals and people relating to different world faiths.</p> | <p>Recognise and explain symbols and festivals across religions and cultures.</p> | <p>Research links and make connections about leaders and key figures.</p> <p>Explain how symbols and festivals across religions and cultures have influenced our own society.</p> | <p>Research links and make connections about leaders and key figures.</p> <p>Explain how symbols and festivals across religions and cultures have influenced our society and express what benefits or challenges these developments have led to.</p> |

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| Faith What do I believe? | Develop their sense of responsibility and membership of a community. | Ask questions about their own worldview and the worldview or faith of others. | Research links between faiths/ worldviews and make specific connections with religious stories and their own life. | Begin to identify links between faiths/ worldviews and make specific connections with religious stories and their own life. | Identify links between faiths/ worldviews and make specific connections with religious stories and their own life. | Recognise and explain concepts and what others believe these mean. | Discuss religious stories and consider what members of those religions believe these mean. |
| | Talk about members of their immediate family and community. | Begin to research links between faiths / worldviews and make connections between them. | Begin to find out more about specific areas that they are interested in. | Discuss concepts like 'peace', 'love', family. | Recognise and explain concepts like 'peace', 'love', family. | Begin to articulate their own worldview. | Articulate their own belief or worldview and relate this to the beliefs or worldview of others. |
| | Name and describe people who are familiar to them. Understand that some places are special to members of their community. | | | | | | |

