

RE: Progression Grid



KEY SKILLS	EYFS (ELGs)	Key Stage 1	Lower Key Stage	Upper Key Stage
Believing	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.</p>	<p>Talk simply about core beliefs and concepts and what they mean.</p> <p>Use appropriate RE-specific vocabulary when they talk.</p> <p>Remember and retell religious, moral and spiritual stories.</p> <p>Identify how stories and symbols show what people believe.</p> <p>Identify similarities in features of religion and belief.</p> <p>Identify how religion and belief is expressed in different ways for different people.</p>	<p>Describe and suggest meanings for the symbols and other forms of expression of people of faith or belief, using RE-specific vocabulary and giving reasons for their ideas.</p> <p>Make links between religious concepts, texts, stories, beliefs and practices, (believing, belonging and living.)</p> <p>Identify similarities and differences between theological concepts, religions and beliefs, giving examples from their learning.</p>	<p>Express their understanding of religious concepts in theological terms.</p> <p>Suggest meanings for a range of forms of expression, using RE-specific vocabulary.</p> <p>Drawing on key texts, sources and concepts, explore, gather, organise, explain and express ideas about religion, belief and worldviews in a range of words and styles.</p> <p>Using a wide religious vocabulary, suggest some ways in which different people in different religions and within the same religion might interpret and express texts / sources and beliefs and show how they are connected to believers' lives</p>
Thinking	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Talk about some things in stories that lead people to ask questions.</p> <p>Ask thoughtful questions and talk about their own and others' ideas, feelings, values and experiences, showing respect.</p>	<p>Compare and reflect deeply on their own ideas, feelings and influences with those of others.</p> <p>Give reasons for views, beliefs and actions, especially in relation to their own developing worldview.</p> <p>Ask significant questions about life or human experience,</p>	<p>Explain why people belong to religions and beliefs.</p> <p>Ask and answer questions and present clearly their own views on religious and belief matters, whilst respectfully considering others' viewpoints, recognising that others might think differently.</p>

	<p>Hold conversations when engaged in back-and forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Give a simple reason for a view that they have. Respond with thoughts and answers to questions about e.g. right / wrong; good / bad; real / true.</p> <p>Respond sensitively and imaginatively to questions about being human and their own place in the world.</p> <p>Recognise that some questions in life are difficult to answer.</p>	<p>comparing their ideas with others' and suggesting answers from their learning.</p> <p>Make links between what they and other people think about what is important in life, values, God, being human and how to live.</p>	<p>Reflect on different worldviews about the meaning and purpose of life, drawing upon the search for truth and their own and others' lives.</p> <p>Suggest what might happen because of their own and others' thinking, views or actions, drawing on examples from their learning about faith and beliefs.</p> <p>Reflect on and explain how sources of inspiration and influence make a difference to themselves and others, relating these to their own and others' lives.</p> <p>Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview.</p> <p>Reflect on the meaning and purpose of life, making connections with what and who have inspired and influenced themselves and others, including faith and belief.</p>
<p>Living</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Show an understanding of their own feelings and those of</p>	<p>Talk about different communities of people.</p> <p>Give a reason why something may be of value to themselves and / or others, recognising different viewpoints.</p> <p>Give examples of how people put their beliefs into practice in the home, in places of worship and in living their lives.</p>	<p>Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>Identify and reflect deeply upon the impact of values, beliefs and religious practices relating it to their and other people's lives – individually or as a community, - e.g. how people worship; how they live out their faith / belief; etc</p>	<p>Explore and explain the impact of diversity within their own and the national and global community.</p> <p>Identify and reflect deeply upon connections between questions, beliefs, values, practices and ways of life, explaining their importance to themselves and different communities.</p>

	<p>others, and begin to regulate their behaviour accordingly.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Talk about the lives of the people around them and their roles in society.</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>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>			<p>Investigate and describe, using RE-specific vocabulary, similarities and differences in lived experience. Describe in depth the impact of beliefs, practices and faith upon different people.</p>
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