

RE: Progression Grid



RE			
The areas of EYFS that prepare children for the National Curriculum programmes of study.			
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> See themselves as a valuable individual. Think about the perspectives of others. 	
	Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> 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.

Key Stage 1 and Key Stage 2

KEY SKILLS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1 – Learning about religion	Beliefs, teachings and sources	remember a Christian (Hindu etc) story and talk about it	tell a Christian (Sikh etc.) story and say some things that people believe	describe what a believer might learn from a religious story	confidently describe what a believer might learn from a religious story and start to make links between religious groups.	make links between the beliefs (teaching and sources, etc) of different religious groups and show how they are connected to believers' lives	suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and mortality
	Practices and ways of life	use the right names for things that are special to Buddhists (Jews etc.)	talk about some of the things that are the same for different religious people	describe some of the things that are the same and different for religious people	confidently describe some of the things that are the same and different for religious people. Starting to use the right religious words when making comparisons.	use the right religious words to describe and compare what practices may be involved in belonging to different religious groups	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.
	Forms of expression	recognise religious art, symbols and words and talk about them	say what some Christians (Muslim etc.) symbols stand for and say what some of the art (music etc.) is about.	use religious words to describes some of the different ways in which people show their beliefs.	independently uses religious words to describe the different ways in which people show beliefs. Starting to express religious beliefs with an understanding of what they mean.	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions
AT2 – Learning	Identity and belonging	talk about things that happen to me	ask about what happens to others with respect for their feelings.	compare some of the things that influence me with those that influence other people	compares and starts to ask questions about some of the things that influence me with those that	ask questions about who we are and where we belong, and suggest answers which refer to	give my own and others' views on questions about who we are and where we belong and on the challenges of

					influence other people. May suggest some answers	people who have inspired and influenced myself and others	belonging to a religion and explain what inspires and influences me
	Meaning and purpose	talk about what I find interesting and puzzling	talk about some things in stories that make people ask questions	ask important questions about life and compare my ideas with those of other people	confidently asks questions about life, comparing my ideas with others. Including, asking about the meaning and purpose of life. May start to suggest answers.	ask questions about the meaning and purpose of life and suggest a range of answers which might be given by me as well as members of a different religious groups of individuals	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives
	Values and commitments	talk about what is important to me and to other people	talk about what is important to me and to others with respect for their feelings	links things that are important to me and other people with the way I think and behave.	independently makes links between things that are important to me and others. Starting to ask questions about the moral decisions I and other people make.	ask questions about the moral decisions I and others make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs and values	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives