



Curriculum Progression Map

RE



Early Years Foundation Stage

Pupils should be taught to begin: a. recounting the outlines of some religious stories; b. recognizing some religious symbols and words using them correctly; c. exploring features of religious life such as celebrations, festivals, special places and special times. Learning from religions Evaluating and responding to questions of experience, meaning and commitment.

Pupils should be taught to begin: a. asking questions about things which puzzle them in life and in the religious stories, artefacts, people and ideas they encounter; b. identifying what matters or concerns them in the religious stories, artefacts, people or ideas they encounter; c. exploring how they feel about themselves and the religious stories, artefacts, people or ideas they encounter.

Through the knowledge, skills and understanding pupils should develop positive attitudes towards other people and their right to hold different beliefs. Teaching should enable pupils to begin: a. identifying their own uniqueness and that of others; b. appreciating the differences and similarities they encounter in others; c. making distinctions between good and bad, right and wrong.

Key Stage One

Nottinghamshire Agreed Syllabus:

Know about and understand religions and worldviews

· A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. · A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. · A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. ·

Express ideas and insights into religions and worldviews

B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. · B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. · B3. Notice and respond sensitively to some similarities between different religions and worldviews. ·

Gain and deploy the skills for learning from religions and worldviews

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. · C2. Find out about and respond with ideas to examples of cooperation between people who are different. · C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key Stage One

Nottinghamshire Agreed Syllabus:

Know about and understand religions and worldviews

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; · A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; · A3. Explore and describe a range of beliefs, symbols and actions so that they can understand

Express ideas and insights into religions and worldviews

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities; · B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; · B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

Gain and deploy the skills for learning from religions and worldviews

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry; · C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Exploring Religious Teachings and Beliefs

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know that religions have stories that are important to believers.</p> <p>Know that religions use special symbols and words.</p> <p>Know that people in religions celebrate special festivals and times.</p> <p>Know that religions have special places that are important to believers.</p>	<p>Know simple features from spiritual and moral stories</p> <p>Know how to ask "why questions about a text which has been read to them.</p> <p>Know simple forms of religious expressions, beliefs and practices with support.</p> <p>Know with support similarities and differences in features of religions and beliefs.</p>	<p>Know and recall features of religious, spiritual and moral stories</p> <p>Know and ask "why questions" about the text that has been read to them.</p> <p>Know other simple forms of religious expression beliefs and practices</p> <p>Know with increasing independence similarities and differences in features of religions and beliefs</p>	<p>Know with increasing independence features of religious, spiritual and moral stories</p> <p>Know what a believer might learn from a religious story</p> <p>Know with independence other simple forms of religious expression, beliefs and practices.</p> <p>Know similarities and differences in features of religions and beliefs.</p> <p>Know what the key beliefs in religions might be studied.</p>	<p>Know features of religious, spiritual and moral stories</p> <p>Know what a believer might learn from a religious, spiritual and moral story</p> <p>Know similarities and differences between forms of religious, beliefs and practices within a religion.</p> <p>Know and describe similarities and differences of religions and beliefs.</p> <p>Know the key beliefs in a religion and start to compare with previous religions studied</p>	<p>Know and explain connections between religious, spiritual and moral stories</p> <p>Know how religious, spiritual and moral stories might influence a believer's life</p> <p>Know with decreasing support, identify and compare similarities and differences between forms of religious expressions, belief and practices within and between religions.</p> <p>Know and describe similarities and differences of religions and beliefs</p> <p>Know the key beliefs and start to explore the key teachings in a religion and accurately compare with previous religions studied.</p>	<p>Know and explain connections between religious, spiritual and moral stories</p> <p>Know how religious, spiritual and moral stories might influence a believer's life</p> <p>Know and compare independently similarities and differences between forms of religious expressions, belief and practices within and between religions.</p> <p>Know the challenges faced in the world by differences in religions and beliefs and the reasons for/ effects of this diversity within and between religions, beliefs and cultures.</p> <p>Know the key beliefs and teachings in a religion and accurately compare with previous religions studied. Explain ways</p>

		Know how to investigate, interpret or explain possible meanings for symbols and other forms of religious expression	Know possible meanings for symbols and other forms of religious expression	Know meanings using correct vocabulary and make links to previous learning when investigating religious symbols and other forms of expression	Know that religious symbols and other forms of expression suggest meanings using correct vocabulary and making clear links to previous learning	Know the meanings to religious symbols and expression using correct vocabulary and compare against previous religions studied.	in which they are shared Know religious symbols and forms of expression from different perspectives. Give meanings to religious symbols and expression using correct vocabulary and compare against previous religions studied.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiring, Investigating and Interpreting	<p>Know that people ask big questions about life, meaning and belief.</p> <p>Know that religious stories and objects can raise questions and ideas.</p> <p>Know that different people may care about different things in religion.</p>	<p>Know things that may be puzzling in life for themselves and for others</p> <p>Know questions about their own feelings, experiences and beliefs</p> <p>Know with support, what is on value to themselves, and others (including those with a faith) in matters relating to morals e.g. right and wrong</p>	<p>Know how some questions about life can be difficult to explain or answer</p> <p>Know questions about their own and others feelings, experiences and beliefs</p> <p>Know what is a value to themselves, and others (including those with a faith) in matters relating to morals e.g. right and wrong</p>	<p>Know and ask significant questions about religions and beliefs and start to suggest answers to some questions raised by their study of religions and beliefs</p> <p>Know the links between values and commitments of themselves and others (including those with a faith) in matters relating to morals e.g. right and wrong</p>	<p>Know how to ask significant questions about religions and beliefs and Suggest answers to some questions raised by their prior learning of religions and beliefs</p> <p>Know and ask questions relating to morals(e.g. right and wrong) and start to develop answers that show an understanding of moral and religious issues and complexities</p>	<p>Know lines of enquiry to address questions raised by the study of religions and beliefs. Start to give suggestion answers using relevant sources and evidence with support</p> <p>Know ask and explore questions relating to morals(e.g. right and wrong) and continue to develop answers that show an understanding of moral and religious issues and complexities</p>	<p>Know lines of enquiry to address questions raised by the study of religions and beliefs. Give suggestion answers using relevant sources and evidence with support with greater independence</p> <p>Know and explore questions relating to morals(e.g. right and wrong) and develop answers that show an understanding of moral and religious issues and complexities in light of their learning. Start to reference prior learning of other religions in their learning by making comparisons</p>

Exploring Identity and experience	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know that everyone is unique and special.</p> <p>Know that people can be similar and different in many ways.</p> <p>Know that people hold different beliefs and these should be respected.</p> <p>Know that religions often teach ideas about right and wrong.</p>	<p>Know and name different beliefs and practices they might have experienced</p> <p>Know and start to recall and name ways in which believers' commit to belonging to the religion studied</p> <p>Know with support ways in which religion plays a part in believers daily lives</p>	<p>Know some religious practices and start to know how some are characteristics of more than one religion</p> <p>Know and name ways in which believers' commit to belonging to the religion studied</p> <p>Know ways in which religion plays a part in believers daily lives</p>	<p>Know some religious practices and explore how some are characteristics of more than one religion with support</p> <p>Know and compare practises and experiences that are involved in belonging to different religious groups</p> <p>Know with decreasing support ways in which religion plays a part in believers' daily lives and start to consider how this influences decisions and actions they may take</p>	<p>Know some religious practices and explore how some are characteristics of more than one religion with support</p> <p>Know, describe and compare practises and experiences that are involved in belonging to different religious groups</p> <p>Know ways in which religion plays a part in believers' daily lives and consider how this influences decisions and actions they may take</p>	<p>Know and describe religious practices and explore how some are characteristics of more than one religion with decreasing support</p> <p>Know apply ideas about how diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community</p> <p>Know, with support, ways in which religion plays a part in believers' daily lives and consider the implications on actions they take within their own lives and the wider community</p>	<p>Know and describe religious practices and explore how some are characteristics of more than one religion with decreasing support</p> <p>Know apply ideas about how diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community</p> <p>Know, with support, ways in which religion plays a part in believers' daily lives and consider the implications on actions they take within their own lives and the wider community</p>	<p>Know and describe religious practices comparing against religions studied.</p> <p>Know similar characteristics between them independently and explain why there may be these common themes</p> <p>Know the challenges and impact of belonging to a religion today within a diverse community starting to reference own and others views on human nature and society</p> <p>Know and explain, with decreased support, ways in which religion plays a part in believers' daily lives and consider the implications on actions they take within their own lives and the wider community</p>