

## Progression Grid - RE

	EYFS	
	Nursery	Reception
Progression of skills	<p>Develop their sense of responsibility and membership of a community.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Understand gradually how others might be feeling.</p> <p>Imitate everyday actions from their own background and cultural backgrounds too.</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from others.</p> <p>Joins in with family customs and routines.</p>	<p>Think about the perspective of others.</p> <p>Show sensitivity to their own needs and others.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>Talk about members of their immediate family and community.</p> <p>Talks about significant events in their own experiences.</p>

	KS1	
	Year 1	Year 2
Progression of skills	<p>Have simple knowledge of some of the beliefs of specific religions studied using simple technical vocabulary.</p> <p>Have simple knowledge of some of the teachings/stories of specific religions using simple technical vocabulary.</p> <p>Have simple knowledge of some of the practices of specific religions.</p> <p>Have simple knowledge of why beliefs and practices are important to religious groups.</p> <p>Support their opinions with simple reasons.</p> <p>Raise relevant questions.</p> <p>Have simple knowledge of some of the similarities and differences between religious and non-religious world views .</p>	<p>Have developing knowledge of some of the beliefs of specific religions studied using technical vocabulary.</p> <p>Have developing knowledge of some of the teachings/stories of specific religions using technical vocabulary.</p> <p>Have developing knowledge of some of the practices of specific religions.</p> <p>Have a developing knowledge of why beliefs and practices are important to religious groups.</p> <p>Support their opinions with simple reasons.</p> <p>Raise relevant questions.</p> <p>Have a developing knowledge of some of the similarities and differences between religious and non-religious world views .</p>

	LKS2	
	Year 3	Year 4
Progression of skills	<p>Describe some of the beliefs within the religions studied and how they have an impact on individuals and communities.</p> <p>Ask multiple, relevant and challenging questions.</p> <p>Recognise that others may think differently and have different opinions.</p> <p>Express their own opinions and support these reasons with plausible reasons.</p> <p>Describe some of the teachings within religions studied and how they have an impact on individuals and communities.</p> <p>Describe some of the expressions of beliefs within the religions studied and how they have an impact on individuals and communities.</p> <p>Begin to form a framework of connections between beliefs, expressions of beliefs and teaching by making some links between them.</p> <p>Identify some patterns within religions identifying similarities and differences.</p>	<p>Respond to the material taught with multiple, relevant and challenging questions.</p> <p>Respond to the material taught by expressing their own opinions.</p> <p>Respond to the material taught by supporting their opinions with reasonable or probable reasons.</p> <p>Recognise and accept that others may think differently and have different opinions.</p> <p>Describe and explain some of the beliefs within the religions studied and how they have an impact on individuals and communities.</p> <p>Describe and explain some of the teachings within religions studied and how they have an impact on individuals and communities.</p> <p>Describe and explain some of the expressions of beliefs within the religions studied and how they have an impact on individuals and communities.</p>

		<p>Form a framework of connections between beliefs, expressions of beliefs and teaching by making links between them.</p> <p>Identify patterns within religions describing similarities and differences.</p> <p>Frequently raise increasingly challenging questions.</p> <p>Recognise and accept that others may have different opinions and think differently.</p>
	<b>UKS2</b>	
	<b>Year 5</b>	<b>Year 6</b>
Progression of skills	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Use a developing range of religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>Apply their own ideas to their own and other people's lives.</p> <p>Describe some similarities and differences both within and between religions creating links.</p>	<p>Have knowledge of the diversity of religious and non-religious world views within the local, national and global context showing understanding of similarities and differences between them.</p> <p>Respond to the material taught by raising controversial and challenging questions.</p> <p>Have a clear knowledge and understanding of the beliefs, teachings, expressions of belief and sources of authority on the lives of individuals and communities across religious and non-religious</p>

	<p>Have a clear knowledge and understanding of the beliefs, teachings, expressions of belief and sources of authority on the lives of individuals and communities across religious and non-religious world views using a range of technical vocabulary.</p> <p>Form connections between beliefs , expressions of beliefs, teaching, authority of belief and impact of belief by making some links between them through religious and non - religious world views.</p> <p>Have knowledge of the diversity of religious and non-religious world views within the national and global context showing understanding of similarities and differences between them.</p> <p>Recognise that others may think differently and have different opinions that should not impact on thoughts and actions relating to that person/group.</p> <p>Raise controversial and challenging questions.</p> <p>Express and support their own opinions with sound reasons.</p>	<p>world views using a wide range of technical vocabulary with confidence.</p> <p>Respond to a range of pictures and artefacts by asking multiple, challenging and controversial questions.</p> <p>Fully support their opinions with reliable reasons.</p> <p>Recognise, value and accept that others may think differently and have different opinions that should not impact on thoughts and actions relating to that person/group.</p>
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