



# RE: Whole-School Curriculum Progression Map



	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and teachings (from various religions)	<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions.</p>	<p>Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children can:</p> <ul style="list-style-type: none"> <li>describe the main beliefs of a religion;</li> <li>describe the main festivals of a religion.</li> </ul>	<p>Children expand on their knowledge of world religions from KS1.</p> <ul style="list-style-type: none"> <li>describe the key teachings and beliefs of a religion</li> </ul>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>begin to compare the main festivals of world religions;</li> <li>refer to religious figures and holy books.</li> </ul>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Children can compare the key beliefs and teachings of various religions, using appropriate language and demonstrating respect and tolerance.</p>	<p>Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recognise and explain how some teachings and beliefs are shared between religions;</li> <li>explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ul>
Rituals, ceremonies and lifestyles (from various religions)	<p>Children talk about events in their own lives and the lives of family members.</p> <p>They know that other children don't always enjoy the same things and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p>	<p>Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> <li>observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning.</p> <p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used</li> </ul>	<p>Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	<p>Children understand how certain features of religion make a difference to individuals and communities.</p> <p>Children also explore the rituals and ceremonies which mark important points in life.</p> <p>Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community</li> </ul>	<p>Children look further at the concepts of belonging, identity and meaning.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li>show an understanding of the role of a spiritual leader.</li> </ul>

<p style="text-align: center;"><b>How beliefs are expressed</b></p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class and understand and follow the rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories.</p>	<p>Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• name religious symbols and the meaning of them; learn the name of important religious stories;</li> <li>• retell religious stories and suggest meanings in the story.</li> </ul>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <p>Children then move on to exploring a range of beliefs, symbols and actions to express meaning.</p>	<p>Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explain meaning in a story;</li> <li>• express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2.</p> <p>Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning.</p>	<p>Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs;</li> <li>• share their opinion or express their own belief with respect and tolerance for others.</li> </ul>
<p style="text-align: center;"><b>Time to reflect and personal growth</b></p>	<p>Children are confident to try new activities and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• identify things that are important in their lives</li> </ul>	<p>They make links to expressing identity and belonging and what is important to them.</p> <ul style="list-style-type: none"> <li>• ask questions about the puzzling aspects of life;</li> <li>• understand that there are similarities and differences between people.</li> </ul>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people.</p> <p>They make links to expressing identity and belonging, including links to communities they may belong to.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• understand that there are similarities and differences between people and respect those differences.</li> </ul>	<p>They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• understand that personal experiences and feelings can influence their attitudes and actions; offer suggestions about why religious and non-religious leaders and followers have acted the way they have;</li> <li>• ask questions that have no agreed answers, and offer suggestions as answers to those questions</li> </ul>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people.</p> <p>They make links to expressing identity and belonging, and notice and respond sensitively to different views.</p> <p>Children can then 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• recognise and express feelings about their identities and beliefs;</li> </ul>	<p>Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</li> <li>• explain why their answers may be different from someone else's and respond sensitively.</li> </ul>

<p style="text-align: center;"><b>Values (in your own life and others lives)</b></p>	<p>Children know about similarities and differences in relation to places and objects.</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives.</p> <p>Children look at religious stories to understand actions and consequences.</p> <p>Children can understand that they have their own choices to make and begin to understand the concept of morals.</p>	<p>Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• look at how values affect a community and individuals;</li> <li>• explain how actions can affect other people;</li> </ul>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>They make links to responsibility and citizenship and choices they make affecting their lives.</p>	<p>Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• make informed choices and understand the consequences of choices; describe how shared values in a community can affect behaviour and outcomes;</li> <li>• discuss and give opinions on morals and values, including their own.</li> </ul>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>They make links to responsibility and citizenship.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p>	<p>Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• explain why individuals and communities may have similar and differing values; show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</li> <li>• express their own values while respecting the values of others.</li> </ul>
		<p><b>Exceeding</b></p>	<p><b>Greater Depth</b></p>	<p><b>Greater Depth</b></p>	<p><b>Greater Depth</b></p>	<p><b>Greater Depth</b></p>	<p><b>Greater Depth</b></p>