

Aims in RE: A progression grid	EYFS	Y1	At the end of KS1 most pupils will be able to:	Y3	Y4	Y5	At the end of KS2 most pupils will be able to:
Know about & understand. A1 Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Name some faiths, religious festivals and some worship rituals	Recognise features of religious life and practice and name 2 types of faith groups	Recall and name at least 2 different beliefs and practices, including festivals, worship, rituals and ways of life, and begin to find out about the meanings behind them	Describe some religious beliefs and teachings of religions studied and their importance	Describe the key beliefs and teachings of religions studied connecting them accurately with other features of the religions making some comparisons between religions	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	Describe and make connections between different features of the religions and world views 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 Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.	Listen to religious, spiritual and moral stories	Recall features of religious, spiritual and moral stories and other forms of religious expression.	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;	Make links between beliefs, stories and practices and their impact on people's lives and compare some similarities and differences.	Begin to comment on connections between questions, beliefs, values and practices and the impact on individuals, groups and communities.	Explain connections between questions, beliefs, values and practices in different faith groups and respond thoughtfully to ideas of wisdom from different faith groups.	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 Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some religious symbols and words	Recognise religious symbols and words	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Explain how different faiths, ideas and feelings are expressed in different forms giving meanings for some symbols, stories and language.	Explain how some forms of religious expression are used differently by individuals and communities	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
Express & communicate. B1 Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Know about their community of school and family	Ask questions about what it means by community and be introduced to the things that communities do.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Investigate the impact of the ways and practices, of some faith groups, have on their communities	Ask questions about different world views and religions and how they influence people and groups.	Investigate different world views and explain how these have meaning and significance which has an impact on individuals and communities	Observe and understand various example of religious and world views so that they can explain, with reasons their meanings and significance to individuals and communities;
B2 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Express own feelings and experiences to belonging	Identify aspects of own experiences and feelings in religious material studied	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Look at what it means to belong to a family, to a group or religious faith and be committed.	Express creatively and thoughtfully to what it means to be committed to different religious groups.	Look at how belonging to a community of faith can be valuable to their own lives and those of others and respond thoughtfully and creatively.	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 their own lives;
B3 Appreciate and appraise varied dimensions of religion;	Listen to religious stories, music and art	Be exposed to different religious dimensions of music, art and stories and begin to respond sensitively	Notice and respond sensitively to some similarities between different religions and world views;	Appreciate how faith groups express themselves in art, music and stories	Begin to look at the differences and similarities of the different religions and how they express themselves.	Show understanding of the similarities and differences between world views and religions and celebrate thoughtfully and creatively.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between religions and world views.

Gain and deploy skills. C1 Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Identifying things, they find puzzling	Begin to ask questions and be thoughtful about belonging, meaning and truth	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;	Compare their own and other people's ideas about questions that are difficult to answer and respond creatively	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied, and begin to respond with some deeper thoughts creatively	Ask challenging questions about belonging, meaning, purpose and truth and respond thoughtfully and creatively	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 e.g. reasoning, music, art and poetry;
C2 Enquire into what enables communities to live together respectfully for the wellbeing of all;	Show an interest in the world around them and ask questions.	Begin to ask questions and express thoughts about how people's actions can help the wellbeing of others	Find out about and respond to examples of cooperation between people who are different;	Look at how a faith group helps to develop respect for all people in their community to help promote wellbeing	Learn about how different faith groups and communities help one another promoting respect and wellbeing	Consider thoughtfully and creatively about how the diverse communities can live together respecting differences, ideas and values	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 Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives;	Identify what is of value and concern to themselves.	To express and identify what is of value and concern of right and wrong to themselves and to others who have a faith	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Make links between values and commitments, including religious ones, and their own attitudes and behaviour	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	Make informed responses to people's values, morals and commitments (including religious ones) in the light of their learning	Discuss and apply their own and other's 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;