



Progression in RE- Sequences and Progressions

Nursery	Reception	Year 1	Year 2	End of KS1 outcomes	Year 3	Year 4	Year 5	Year 6	End of KS2 outcomes	
Discovery	Exploring	Connecting								
Believing	Continue developing positive attitudes about the differences between people.	F1. Which stories are special and why?	I.1 Who is a Christian and what do they believe?	I.1 Who is a Christian and what do they believe?	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.	L2.1 What do different people believe about God?	L2.3 Why is Jesus inspiring to some people?	U2.1 Why do some people think God exists?	U2.3 What do religions say to us when life gets hard?	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 on their significance. A2. Describe and understand link between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to believe 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
	I know and can recognise that people have different beliefs and celebrate special times in different ways.	Talk about the fact that Christians believe in God and follow the example of Jesus. (A1)	Talk about some simple ideas about Christian beliefs about God and Jesus. (A1)	Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Describe some of the ways in which Christian, Hindus and/or Muslims describe God (A1).	Make connections between some of Jesus' teachings and the way Christians live today. (A1).	Outline clearly a Christian understanding of what God is like, using examples and evidence (A2)	Express ideas about how and why religion can help believers when times are hard, giving examples (B2)	
	Talk about some religious stories.	Recognise some Christian symbols and images used to express ideas about God. (A3)	Talk about some simple ideas about Christian beliefs about God and Jesus. (A1)	Talk about issues of good and bad, right and wrong arising from the stories (C3)	A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Ask questions and suggest some of their own responses to ideas about God (C1).	Describe how Christians celebrate Holy Week and Easter Sunday (A1)	Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2)	Outline Christian, Hindu and/or non-religious beliefs about life after death (A1).	
	Recognise some religious words, e.g. about God.	Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).	Ask some questions about believing in God and offer some ideas of their own (C1).	Ask some questions about believing in God and offer some ideas of their own (C1).		Suggest why having a faith or belief in something can be hard (B2)	Identify the most important parts of Easter for Christians and say why they are important (B1)	Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1)	Explain some similarities and differences between beliefs about life after death (B2)	
	Identify some of their own feelings in the stories they hear.	Talk about issues of good and bad, right and wrong arising from the stories (C3)	Make links between what Jesus taught and what Christians believe and do (A2).			Identify how and say why it makes a difference in people's lives to believe in God (B1)	Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy	Present different views on why people believe in God or not, including their own ideas. (C1)	Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3)	
	Identify a sacred text e.g. Bible, Qur'an	Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.	Ask some questions about believing in God and offer some ideas of their own (C1).			Identify some similarities and differences between ideas about what God			Explain with difference belief in judgment/heaven/karma/reincarnation might make to how	

	<p>F.3 Which people are special and why?</p>			<p>is like in different religions. (B3).</p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts. (C1).</p>	<p>week and Easter (A2).</p> <p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (Creation, the Fall, incarnation, salvation. Reflecting on why this inspires Christians. (A1)</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2)</p>	<p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3)</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples. (C1).</p>	<p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p>	<p>someone lives, giving examples (B1)</p> <p>Interpret a range of artistic expression of afterlife, offering and explaining different ways of understanding (B3)</p>	<p>different ways of life and ways of expressing meaning.</p>
	<p>I.2 Who is a Muslim and what do they believe?</p>	<p>I.2 Who is a Muslim and what do they believe?</p>							

	<p>Talk about somewhere that is special to themselves, saying why.</p> <p>Be aware that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and values in a place of worship.</p> <p>Identify some significant features of sacred places.</p> <p>Recognise a place of worship.</p> <p>- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. (A1)</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-uk-Fitr (A1).</p> <p>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p>Talk about some simple ideas about Muslims beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re- tell the story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2)</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)</p> <p>Find out and respond with ideas to examples of cooperation between people who are different (C2)</p> <p>Make links between what the Holy Qur'an says about how Muslims behave (A2)</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)</p> <p>Find out and respond with ideas to examples of cooperation between people who are different (C2)</p> <p>I.3 Who is Jewish and what do they believe?</p>				<p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Express their own understand of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>Investigate and explain the challenges of following Jesus' teachings about love, forgiveness justice and/ or generosity, expressing their own ideas (C3).</p>	
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			<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Retell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>Make links between some Jewish teachings and how Jewish people live (A2)</p> <p>Express own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>						
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Progression in RE- Sequences and Progressions										
Nursery	Reception	Year 1	Year 2	End of KS1 outcomes	Year 3	Year 4	Year 5	Year 6	End of KS2 outcomes	
Discovery	Exploring				Connecting					
Expressing (Religious and Spiritual forms)	Continue developing positive attitudes about the	F3 Which places are special and why?	I.6 How and why do we celebrate special and sacred times?	I.6 How and why do we celebrate special and sacred times?	Bl. Ask and respond to questions about what individuals and communities do, and	L2.5 Why are festivals important to religious communities	L2.5 Why are festivals important to religious communities.	U2.4 If God is everywhere, why go to a place of Worship?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Bl. Observe and understand varied examples of religions and worldviews so that they can explain, with

	<p>differences between people.</p> <p>I know and can talk about similarities and differences between themselves and others, among families, communities and traditions.</p> <p>I know and understand that some places are special to members of their community</p> <p>Talk about somewhere that is special to themselves, saying why.</p> <p>Be aware that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and values in a place of worship.</p>	<p>Identify a special time they celebrate and explain simple what celebration means (A1).</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2)</p> <p>Identify come ways Christians celebrate Christmas/ Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion (A1)</p> <p>Identify come ways Christians celebrate Christmas/ Easter/ Harvest/Pentecost and a festival in another religion and say why there are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1)</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1)</p>	<p>Identify come ways Christians celebrate Christmas/ Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion (A1)</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest/ Pentecost and a festival in another religion and say why there are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1)</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1)</p>	<p>why so that pupils can identify what different belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identify and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2)</p> <p>Make connections between stories, symbol and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believes in festivals (e.g. Easter, Eid) (B2)</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religious (A3)</p> <p>Ask questions and give ideas about what matters most to believes in festivals (e.g. Easter, Eid) (B2)</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religious (A3)</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1)</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1)</p>	<p>Make connections between stories, symbol and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believes in festivals (e.g. Easter, Eid) (B2)</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religious (A3)</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1)</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Suggest how and why religious festivals are</p>	<p>Make connections between how believes feel about places of worship in different traditions (A3)</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believes in difficult times, explaining why this matters to believes (B2)</p> <p>Present ideas about the importance of people in a place of worship rather than the place itself (C1)</p> <p>Outline how and why places of worship fulfil</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1)</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2)</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>Examine the title question from different perspectives, including their own (C1).</p>	<p>reasons, their meanings and significance to individuals and communities.</p> <p>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.</p> <p>B3. Observe and consider different dimensions of religion so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
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	<p>Identify some significant features of sacred places.</p> <p>Recognise a place of worship.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church?</p>	<p>celebrations studied, and say why they matter to believers (CI)</p> <p>1.5 What makes some places sacred?</p>	<p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/ or Eid-ul-Fitr (A3)</p> <p>Identify some similarities and differences between the celebrations studied (B3)</p> <p>1.3 Who is Jewish and what do they believe?</p>	<p>L2.4 Why do people pray?</p> <p>Describe that practice of prayer in the religions studied (A2)</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2)</p>	<p>valuable to many people (B2)</p> <p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p>	<p>special functions in the lives of believers (A3)</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>		
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		<p>Identify special objects and symbols found in place where people worship and be able to say something about what they mean and how they are used. (A3)</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe (B2)</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3)</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>	<p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)</p> <p>Explain similarities and differences between how people pray (B3).</p> <p>Consider and evaluate the significance of prayer in the lives of people today (A1)</p>	<p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Explain similarities and differences between ceremonies of commitment (B3).</p> <p>Discuss and present their own ideas about the value of challenge of religious commitment in Britain today (C2).</p>		
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Progression in RE- Sequences and Progressions

Nursery	Reception	Year 1	Year 2	End of KS1 outcomes	Year 3	Year 4	Year 5	Year 6	End of KS2 outcomes	
Discovery	Exploring	Connecting								
Living	Continue developing positive attitudes about the differences between people.	F5 Where do we belong?	I.7 What does it mean to belong to a faith community?	I.8 How should we care for others and the world, and why does it matter?	C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinion in response using words, music, art or poetry.	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?	C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and
	I 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.	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).	Re-tell Bible stories and stories from another faith about caring for others and the world (A2).	C2. Find out about and respond with ideas to examples of cooperation between people who are different.	Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).	Describe some examples of what Christians/Hindus do to show their faith, and make connections with some Hindu beliefs and teachings (A1).	Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).	Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).	meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	
	Re-tell religious stories making connections with personal experiences.	Give an account of what happens at a traditional Christian infant baptism/ dedication and suggest what the actions and symbols mean (A1).	Identify ways that some people make a response to God by caring for others and the world (B1).	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Ask good questions about what Hindus do to show their faith (B1).	Describe some ways in which Hindus express their faith through hymns and modern worship songs (A2).	Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).	Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).	C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	
	Share and record occasions when things have happened in their lives that made them feel special.	Identify two ways people who they belong to each other when they get married (A1).	Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).		Describe some examples of what Christians/Hindus do to show their faith, and make connections with some Christian/Hindu beliefs and teachings (A1).	Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).	Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).	Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).	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.	
	Recall simple what happens at a traditional Christian	Respond to examples of co-operation between different people (C2)	Use creative ways to express their own ideas about the creation story and what it		Describe some ways in which Christians/Hindus express their faith through hymns		Make connections between the key functions of the mosque and the beliefs of Muslims (A1)			
		Give examples of ways in which believers express their identity								

	<p>infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into Islam.</p> <p>F6 What is special about our world?</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Re-tell stories, talking about what they say about the world, God,</p>	<p>and belonging within faith communities, responding sensitively to differences (B2)</p> <p>Identify some similarities and differences between the ceremonies studied (B3).</p>	<p>says about what God is like (C1).</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>		<p>and modern worship songs (A2).</p> <p>Suggest at least two reasons why being a Christian/ Hindus is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Christians/ Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>	<p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1)</p>	<p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p> <p>Answer the title key question from different perspectives, including their own (C1)</p>	<p>and express their own ideas clearly in response</p>
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	<p>and human beings.</p> <p>Think about the wonders of the natural world. Expressing ideas and feelings.</p> <p>Express ideas about how to look after animals and plants.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>					<p>U2.7 What matters most to Christians and Humanists?</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p>	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p> <p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p> <p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p> <p>Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>
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					<p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3)</p> <p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3)</p>	<p>difficult, offering different points of view (B2).</p> <p>Examples of similarities and differences between Christian and Humanist values (B3).</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2)</p>		