

Paget Primary Content Progression

Key Stage: KS1 KS2

Subject Area: RE

National Curriculum objectives

Skills Progression Map

RE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Learning about religion <small>(Knowledge and understanding of:)</small>			Learning from religion <small>(Response, evaluation, application and questions of:)</small>		
Thinking about religion and belief	I can recall features of religious, spiritual and moral stories and other forms of religious expression. I can recognise and name features of religions and beliefs.	I can retell religious, spiritual and moral stories. I can identify how religion and belief is expressed in different ways. I can identify similarities and differences in features of religions and beliefs.	I can make links between beliefs, stories and practices. I can identify the impacts of beliefs and practices on people's lives. I can identify similarities and differences between religions and beliefs.	I can comment on connections between questions, beliefs, values and practices. I can describe the impact of beliefs and practices on individuals, groups and communities. I can describe similarities and differences within and between religions and beliefs.	I can explain connections between questions, beliefs, values and practices in different belief systems. I can recognise and explain the impact of beliefs and ultimate questions on individuals and communities. I can explain how and why differences in belief are expressed.	I can use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. I can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. I can explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating and interpreting	I can identify what they find interesting and puzzling in life. I can recognise symbols and other forms of religious expression.	I can recognise that some questions about life are difficult to answer. I can ask questions about their own and others' feelings and experiences. I can identify possible meanings for symbols and other forms of religious expression	I can investigate and connect features of religions and beliefs. I can ask significant questions about religions and beliefs. I can describe and suggest meanings for symbols and other forms of religious expression	I can gather, select, and organise ideas about religion and belief. I can suggest answers to some questions raised by the study of religions and beliefs. I can suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	I can suggest lines of enquiry to address questions raised by the study of religions and beliefs. I can suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. I can recognise and explain diversity within religious expression, using appropriate concepts.	I can identify the influences on, and distinguish between, different viewpoints within religions and beliefs. I can interpret religions and beliefs from different perspectives. I can interpret the significance and impact of different forms of religious and spiritual expression.
Beliefs and teachings (what people believe)	I can recount outlines of some religious stories	I can retell religious stories and identify some religious beliefs and teachings.	I can describe some religious beliefs and teachings of religions	I can describe the key beliefs and teachings of the religions studied, connecting them	I can explain how some beliefs and teachings are shared by different religions and how they	I can make comparisons between the key beliefs, teachings and practices of the Christian faith and

			studied, and their importance.	accurately with other features of the religions making some comparisons between religions.	make a difference to the lives of individuals and communities.	other faiths studied, using a wide range of appropriate language and vocabulary.
Practices and lifestyles (what people do)	I can recognise features of religious life and practice.	I can identify some religious practices, and know that some are characteristic of more than one religion.	I can describe how some features of religions studied are used or exemplified in festivals and practices.	I can show understanding of the ways of belonging to religions and what these involve.	I can explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	I can explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language (how people express themselves)	I can recognise some religious symbols and words.	I can suggest meanings in religious symbols, language and stories.	I can make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	I can show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	I can explain how some forms of religious expression are used differently by individuals and communities.	I can compare the different ways in which people of faith communities express their faith.
Identity and experience (making sense of who we are)	I can identify aspects of own experience and feelings, in religious material studied.	I can respond sensitively to the experiences and feelings of others, including those with a faith.	I can compare aspects of their own experiences and those of others, identifying what influences their lives.	I can ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	I can make informed responses to questions of identity and experience in the light of their learning.	I can discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	I can identify things they find interesting or puzzling, in religious materials studied.	I can realise that some questions that cause people to wonder are difficult to answer.	I can compare their own and other people's ideas about questions that are difficult to answer	I can ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	I can make informed responses to questions of meaning and purpose in the light of their learning.	I can express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and commitments (making sense of right and wrong)	I can identify what is of value and concern to themselves, in religious material studied.	I can respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	I can make links between values and commitments, including religious ones, and their own attitudes or behaviour.	I can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	I can make informed responses to people's values and commitments (including religious ones) in the light of their learning.	I can make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply
Vocabulary	Community, Creativity, Belonging, Harvest, Traditions, Bible, Qur'an, Belief/believers, Choice, Commitment, Fair,	Influence, Peace (inner), Fasting, Commandments, Suffering, Ramadan, Compassion, Samaritan,	Zakkat, Material/nonmaterial, Responsibility, Honesty, Buddhism Jainism, Eucharist, Betrayal,	Happiness, Joy, Rangoli, Hindu, Hinduism, Diva (lamp), Diwali/Divali, Forgiveness, Thankfulness, Empathy, Authority,	Generosity, Ideal, Necessity, Langar, Salvation (army), Accused, Pharisees, Hypocrisy,	Baha'I, Society, Discrimination, Persecution, Remembrance, Mercy Beauty, Source of

	Courage, Friendship, Eid, Hajj, Allah, Islam, Muslim	Contemplation, Worship, Image of God Zakkat	Passover, Pesach, Seder, Plagues, Conscience, Communion, Omniscient, Prejudice, Sacrifices, Jew, Jewish, Judaism Sikh, Guru, Sikhism, Temptation	Influence, Nature, Humanity, 'Perfect', Ahimsa/nonviolence	Humility, Immorality, Inconsistency	knowledge, Spiritual Revealed (knowledge
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