



RE Progression Map 2021/22

	KSI	LKS2
Beliefs and teachings (from various religions)	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ol style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KSI.</p> <p>Children can:</p> <ol style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. make clear links between texts/sources of wisdom and authority and the core concepts studied.
Rituals, ceremonies and lifestyles (from various religions)	<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. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ol style="list-style-type: none"> 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; observe when practices and rituals are featured in more than one religion or lifestyle. 	<p>Moving on from KSI, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. 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> <ol style="list-style-type: none"> identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.
How beliefs are expressed	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ol style="list-style-type: none"> name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. Give examples of ways in which believers put their beliefs into practice. Give clear simple accounts of what stories and other texts mean to believers. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ol style="list-style-type: none"> begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Identify some differences in how people put their beliefs into practice.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Time to reflect and personal growth</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. identify things that are important in their lives; b. ask questions about the puzzling aspects of life; c. understand that there are similarities and differences between people. d. give examples of how people use stories, texts and teachings to guide their beliefs and actions. 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. understand that personal experiences and feelings can influence their attitudes and actions; b. offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c. ask questions that have no agreed answers, and offer suggestions as answers to those questions; d. understand that there are similarities and differences between people and respect those differences.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Values (in your own life and others lives)</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. 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> <ol style="list-style-type: none"> a. Think, talk and ask questions about whether the ideas they have been studying have something to say to them. b. look at how values affect a community and individuals; c. explain how actions can affect other people; d. understand that they have their own choices to make and begin to understand the concept of morals. e. Give a good reason for the views they have and the connections they make. 	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ol style="list-style-type: none"> a. make informed choices and understand the consequences of choices; b. describe how shared values in a community can affect behavior and outcomes; c. discuss and give opinions on morals and values, including their own. d. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils live and think. e. Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. f. Give good reasons for the views they have and the connections they make.

Reception	Reception Objectives
Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
Communication and Language	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding.
PSED	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others.