



Hope Hamilton 'Love One Another Curriculum' Progression Document

Subject: RE

<u>SKILLS</u>	Beliefs and Teaching	Religious Practices and Lifestyles	Ways of expressing beliefs and meaning	Human identity, personality and experience Questions of meaning and purpose	Values and Commitments
Foundation Stage	Learn about special books and people.	Introduced to Easter and the Nativity play.	Introduced to some religious symbols.	Talk about their own lives.	Talk about what they like.
Year 1	Recount elements of religious stories.	Recognise religious objects, places, people and practices.	Recognise some religious symbols and use some religious vocabulary correctly.	Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise interesting and puzzling aspects of life.	Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.
Year 2	Describe some religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.	Know the function of some religious objects, places, people and practices and begin to be aware of similarities in religions.	Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.	Describe and respond sensitively to his/her own and other's experiences and feelings, including characters in stories with religious meanings. Identify ultimate questions about puzzling aspects of life and experience and suggest answers including religious ones.	Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.
Year 3	Develop some religious and moral vocabulary to describe key features and know beliefs, ideas and	Know the function of objects, places and people within religious practices and lifestyles and have some	Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives and	Recognises what influence him/her in his/her life, identify the influence religion has on	Recognise and begin to ask questions about how religious and moral values, commitments and

	teachings for some religions.	awareness of similarities and differences.	identify religious symbols and symbolic actions.	people's lives, including his/her own. Identify ultimate questions and behaviour and recognise that there are no universally agreed answers to these.	beliefs can influence behaviour.
Year 4	Further develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.	Know the function of objects, places and people within religious practices and lifestyles both within and between religions.	Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.	Recognises what influences him/her in his/her life and identify the influence religion has on lives, cultures and communities including his/her own. Identify the ultimate questions and behaviours and that there are no universally agreed answers to these and start to develop his/her own answers to these questions.	Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.
Year 5	Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.	Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.	Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions.	Ask questions of identity and belonging and suggest own answers about the significant experiences of others including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.	Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.

Year 6	Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.	Explain how beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.	Explain the reasons for diverse forms of expression of religious teachings, including sacred texts , both within and between religions.	Explore and suggest reasons for his/her own and other people's views including religious ideas about human identity and experience. Explain his or her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.	Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.
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