

RE Curriculum Progression

Year 1 - working within levels 1-2. End of year expectation is level 1
 Year 2- working within levels 1-3. End of year expectation is level 2.
 Year 3- working within levels 2-4. End of year expectation is level 2-3.
 Year 4 – working within levels 2-4. End of LKS2 expectation level 3.

Year 5- working within levels 3-5. End of year expectation is level 3-4.
 Year 6- working within levels 3-5. End of UKS2 expectation is level 4.
Level 5 is exceeding year 6 expectations.

	Level 1	Level 2	Level 3	Level 4	Level 5
Learning about religion	Pupils can: <ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice • can recall religious stories, actions, celebrations and recognise religious symbols, words, gestures and artefacts. 	Pupils can: <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people; • begin to show awareness of similarities in religions; • retell and suggest meanings for religious stories, actions and symbols; • identify how religion is expressed in different ways. 	Pupils can: <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences; • make links between beliefs and sources, including religious stories and sacred texts; • begin to identify the impact religion has on believers' lifestyles; • describe some forms of religious expression. 	Pupils can: <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences; • make links between them, and describe some similarities and differences both within and between religions; • describe the impact of religion on people's lifestyles; • suggest meanings for a range of forms of religious expression. 	Pupils can: <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities; • describe why people belong to religions; • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this; • explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within

					and between religis.
Learning From Religion	Pupils can express and talk about: <ul style="list-style-type: none"> • their own experiences, feelings and celebrations; • what they find interesting or puzzling; • what is of value and concern to themselves and to 	Pupils can: <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings; • recognise that some questions cause people to wonder and are difficult to answer; 	Pupils can: <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences; • ask important questions about religious beliefs and lifestyles, linking their own and others' responses; 	Pupils can: <ul style="list-style-type: none"> • raise and suggest answers to questions of sacredness, identity, belonging, meaning, purpose, truth, values and commitments; • apply their ideas to their own and other people's lives simply; 	Pupils can: <ul style="list-style-type: none"> • pose and suggest answers to, questions of sacredness, identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives; • explain what inspires

	others.	<ul style="list-style-type: none">• in relation to matters of right and wrong, recognise their own values and those of others.	<ul style="list-style-type: none">• make links between values and commitments, and their own attitudes and behaviour.	<ul style="list-style-type: none">• describe what inspires and influences themselves and others.	and influences them, expressing their own and others' views on the challenges of belonging to a religion.
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