



Mendell Primary School

Aspire Challenge Achieve

Curriculum Progression Map RE



Year group	Communication	Religious beliefs and sources	Influence and impact	Similarities and differences	Religious expression	Experiences and feelings	Questions and values
Foundation Stage	<p>ELG — People, Culture and Communities.</p> <p>The children will know some similarities and differences between different religions and cultural communities in this country, drawing on their own experiences and what has been read in class.</p>						
	The pupil can describe religions from stories and pictures.	The pupil is beginning to recall parts of religious stories.	The pupil is beginning to talk about why religion is important to them and others .	The pupil is beginning to recognise similarities and differences in religions	The pupil is beginning to recognise some symbols of religious expression.	The pupil can talk about their own experiences and feelings	The pupil can talk about what they find interesting and what makes themselves happy and sad.
Year 1	The pupil can find answers to simple questions about religion from sources of information and uses some simple, everyday religious terms.	The pupil can recall parts of religious stories.	The pupil can talk about why religion is important to them and others.	The pupil is beginning to describe similarities and differences in religions	The pupil can recognise some symbols of religious expression, both verbal and visual	The pupil is beginning to be aware of their own and others experiences and is starting to discuss them.	The pupil can talk about what they find interesting or puzzling and what makes themselves and other people happy and sad.
Year 2	The pupil can observe or handle sources of information to answer questions about religion on the basis of simple observations and use some simple religious terms in context.	The pupil can retell religious stories.	The pupil knows that religion is important to some people	The pupil is beginning to recognise that there are some similarities and differences in key features of religions	The pupil is beginning to identify how religion is expressed in different ways through the use of symbols & actions.	The pupil is aware of their own and others experiences and can discuss them.	The pupil recognises that some questions are difficult to answer and that the choices we make affect our relationships with other people.
Year 3	The pupil can use sources of information in ways that go beyond simple observations to answer questions about religion and begin to use religious terms in context	The pupil can begin to make links between beliefs and sources, including religious stories	The pupil can begin to understand that religion can affect people's lives.	The pupils show some understanding that there are some similarities and differences in key features of religions	The pupil can describe some forms of religious expression.	The pupil can identify what influences them and shows a respect for the beliefs of others.	The pupil asks important questions about religions and beliefs, and can make links between their own and others' responses. They can identify why religious people are concerned with human relationships
Year 4	The pupil is beginning to select and combine information from different sources. They are beginning to produce structured work using religious terms in context.	The pupil can make links between beliefs and sources including religious stories.	The pupil can recognise the impact of religion on people's lives.	The pupil shows some understanding and is beginning to can describe some similarities and differences between religions.	The pupil can suggest why there are different forms of religious expression.	The pupil can describe what influences and inspires themselves and others and shows a respect for the beliefs of others.	The pupils are beginning to ask and are beginning to reflect on questions of identity, belonging, meaning and purpose and they begin to show some understanding of the contributions religion makes to human relationships and global issues.
Year 5	The pupil can select and organise information and can combine from different sources and are beginning to use it to produce structured work using religious terms in context	The pupil is beginning to describe and show some understanding of sources, practices, beliefs, ideas, feelings and experiences and can make links between these	The pupil is beginning to describe and show some understanding of the impact of beliefs on individuals and communities.	The pupil is beginning to describe and shows some understanding of some similarities and differences both within and between religions	The pupil can describe different forms of spiritual and religious expression.	The pupil describes and is beginning to show some understanding of what influences and inspires themselves and others and shows a respect for the beliefs of others.	The pupils can ask and are beginning to reflect upon questions of identity, belonging, meaning and purpose. They show some understanding of the contributions religion makes to human relationships and global issues.

Year 6	The pupil can select and organise information to produce structured work and use a wider range of religious terms in context.	The pupil can describe and show some understanding of sources, practices, beliefs, ideas, feelings and experiences and can make links between these.	The pupil can describe and show some understanding of the impact of beliefs on individuals and communities, and the believer's response to ethical issues.	The pupil can describe and show some understanding of some similarities and differences both within and between religions	The pupil can describe and show some understanding of a range of forms of spiritual and religious expression.	The pupil describes and shows some understanding of what influences and inspires themselves and others and shows a respect for the beliefs of others.	The pupil can ask and reflect upon questions of identity, belonging, meaning and purpose They describe and show some understanding of the contributions religion makes to human relationships and global issues.
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