



Morley Memorial Primary School - RE Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PT1- Knowledge and understanding of religion and worldviews	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews (What happens at Christmas?, Special Places: Islam and Christianity, Religions within our community)	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. (Who celebrates harvest, harvest for all?, Celebration of light, Sikhism: Stories and symbols)	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview (Stories of Light, What is the best way for a Sikh to show commitment to God? Who is Jesus? Origins of Christianity, Islam)	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. (How should we treat each other?, Creation-How was the world created?, Is the Bible a handbook or a story about love?)	Begin to make connections between the different beliefs and practices of religions and worldviews studied so far. (Belief and Meaning, What do Buddhists believe?)	Make connections between different beliefs and practices of all religions and worldviews studied. (Buddhism, Christmas today, is it really all about Jesus?, Stories of Faith, Journeys)
	Understand that some places are special to members of their community (e.g. places of worship). Recognise that people have different beliefs and celebrate special times in different ways.	Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews. (Special Places: Islam and Christianity, What do Hindus Believe?)	Retell some of the religious and moral stories from the bible and at least one other religious text or special books. (People in Christianity, Sikhism: Stories and symbols)	Recount some religious and moral stories from at least three different sources of authority. (Story of Light, Who is Jesus? Origins of Christianity)	Begin to compare the similarities of at least three different religious texts or stories. (How should we treat each other?, Creation-How was the world created?)	Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences. (Hinduism)	Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences. (Christmas today, is it really all about Jesus?, Stories of Faith, Journeys)
		Show how individuals and faith communities celebrate life events. (The family in Christianity)	Begin to understand what it looks like to be a person of faith. (Sikhism: Stories and symbols)	Begin to understand that diversity exists within and between religions and worldviews. (What is the best way for a Sikh to show commitment to God?, Judaism, Islam)	Begin to understand the diversity of belief in different religions, nationally and globally. (People of Faith, Creation- How was the world created?)	Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code. (Hinduism, What do Buddhists believe?)	Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code (Christians in Other Parts of the World,

							What happens when we die?)
		Begin to name the different beliefs and practices of Christianity, at least one other religion (People and the world around us, What happens at Christmas?, Special Places: Islam and Christianity, Religions within our community)	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. (Who celebrates harvest, harvest for all?, Celebration of light, People in Christianity)	Use key words and vocabulary related to all religions studied so far. (Stories of Light, What is the best way for a Sikh to show commitment to God?, Judaism, Islam)	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews (People of Faith, Is the Bible a handbook or a story about love?)	Articulate simple responses to ethical questions from the range of different religions and world views studied so far. (Beliefs and Meaning)	Articulate detailed responses to ethical questions from the range of different religions and world views studied so far. (Buddhism, Christmas today, is it really all about Jesus?, Christians in Other Parts of the World)
PT2- Responding to religion and worldviews		Begin to talk about different beliefs and practices using the correct vocabulary	Talk about and find meanings behind different beliefs and practices. (Who celebrates harvest, harvest for all?, Celebration of light, Sikhism 1: Stories and symbols)	Suggest and consider the impact of different beliefs and practices. (What is the best way for a Sikh to show commitment to God?, Judaism, Islam)	Respond to meanings behind different beliefs and practices using the correct vocabulary. (People of Faith, Creation- How was the world created?, Is the Bible a handbook or a story about love?)	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary. (What do Buddhists believe?)	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices. (Buddhism, Journeys, What happens when we die?)
		Begin to suggest meanings behind religious and moral stories.	Suggest meanings of some religious and moral stories. (People in Christianity, Sikhism: Stories and symbols)	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. (Stories of Light, Who is Jesus? Origins of Christianity, Judaism)	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. (How should we treat each other?)	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities. (Hinduism)	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences. (Stories of Faith)
		Ask or respond to questions about how individuals and faith communities live.	Ask and respond to questions about what individuals and faith communities do.	Ask and respond to questions about how individuals and faith	Express an informed view on the impact of diversity of faith and belief in our world.	Express an informed view on the impact of diversity of faith and belief in our world	Express an informed and considered view on the impact of diversity of faith and

			(Who celebrates harvest, harvest for all?, Celebration of light, Sikhism 2: Stories and symbols)	communities live and why. (Who is Jesus? Origins of Christianity, Islam)	(People of Faith, How should we treat each other?, Creation- How was the world created? Is the Bible a handbook or a story about love?)	Relate this to own lives. (Hinduism, What do Buddhists believe?)	belief in our world. Relate this to own lives and others. (Stories of Faith, Christians in Other Parts of the World, Journeys)
		Express their own ideas about belief and practices creatively.	Express their own ideas, opinions and talk about their work creatively using a range of different medium. (People in Christianity)	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions. (Stories of Light, What is the best way for a Sikh to show commitment to God?)	Begin to articulate and communicate connections between their own ideas and others. (How should we treat each other?, Creation- How was the world created?)	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response. (Why is Jesus an inspiration to some people?, Belief and Meaning)	Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response. (Buddhism, Christmas today, is it really all about Jesus?, What happens when we die?)