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|  Street Lane Primary School Religious Education Progression Map“Each and every child is special to us. Throughout their learning journey we aim to develop self-belief, confidence, positive well-being and independence in a culture of mutual respect. We want our children to be the best that they can be”. |
| **Knowing about and understanding religions and worldviews** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. | I can recall, name and talk about materials in REI can retell religious stories, suggesting meanings for sources of wisdom festivals and worship | I can describe religions and world views , connecting ideasI can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind themI can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they comeI can recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities | I can outline ideas and practices , linking different viewpoints | I can explain the impact of and connections between ideas, practices and viewpointsI can identify beliefs about God that are held by different religions  | I appreciate and appraise different understandings of religions and world viewsI can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communitiesI can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning | I can evaluate diverse beliefs , perspectives sources of wisdom, ways of lifeI can analyse arguments cogently, justifying perspectivesI can describe and make connections between different features of the religions and world views I am studying, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on my ideas |
| **Expressing and communicating ideas related to religions and worldviews** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| I can talk about similarities and differences between themselves and others, among families, communities and traditions.I am beginning to know about my own cultures and beliefs and those of other people.I can explore, observe and find out about places and objects that matter in different cultures and beliefsI am developing respect for my own cultures and beliefs, and those of other people. | I can observe, notice and recognise material in REI can ask questions and give opinions about religions, beliefs and ideas | I give thoughtful responses using different forms of expression in RE I can ask and respond to questions about what communities do, and why, and I can identify what difference belonging to a community might makeI can observe and recount different ways of expressing identity and belonging, responding sensitivelyI notice and respond sensitively to some similarities between different religions and world views | I can express ideas of their own thoughtfully in RE**.** | I can explain diverse ideas and viewpoints clearly in various forms | I can express insights in to questions, giving coherent accounts of beliefs and ideasI can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and world views | I can explain ideas creatively and coherently using the main methods of religious studyI can observe and understand varied examples of religions and world views and I can explain their meanings and significance to individuals and communitiesI understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life |
| **Gaining and deploying the skills for studying religions and world views** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| I understand that I can expect others to treat my needs, views, cultures and beliefs with respect.I can talk about similarities and differences between myself and others, among families, communities and traditions. | I can notice and find out about religions and worldviewsI can collect, use and respond to ideas in REI can find out about questions of right and wrong and am beginning to express my ideas and opinions in response. | I can consider and discuss questions, ideas and points of viewI can explore questions about belonging, meaning and truth and can express my own ideas and opinions in response using words, music, art or poetryI can find out about and respond with ideas to examples of co-operation between people who are different | I can apply ideas about religions and worldviews thoughtfully | I can investigate and explain why religions and worldviews matter | I can enquire into and interpret ideas , sources and argumentsI can discuss and present thoughtfully my own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of mymine thoughtfully in different forms including (e.g.) reasoning, music, art and poetry | I can evaluate questions and arguments personally and criticallyI can use varied disciplines of religious study to research ultimate questionsI can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respectI can discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response. |
| **Beliefs and Teachings (from various Religions)** |
| **EYFS** | **KS1** | **LKS2** | **UPKS2** |
| I can retell a storyI can talk about family celebrations I can say what I believe in | I can describe the main beliefs of a religionI can describe the main festivals of a religion | I can describe the key teachings and beliefs from a religionI can begin to compare the main festivals of world religionsI can refer to religious figures and holy books | I can recognise and explain how some teachings and beliefs are shared between religionsI can explain how religious beliefs can shape the lives of individuals and contribute to society  |
| **Rituals, ceremonies and lifestyles (from various religions)** |
| **EYFS** | **KS1** | **LKS2** | **UPKS2** |
| I can talk about family celebrationsI can talk about special events in my life | I can recognise, name and describe religious artefacts places and practicesI can explain religious rituals and ceremonies and the meaning of them, including my own experiences of themI can observe when practices and rituals are featured in more than one religion or lifestyle  | I can identify religious artefacts and how they are involved in daily practices and ritualsI can describe religious buildings and how they are usedI can explain religious ceremonies and rituals and their importance for people’s lives and sense of belonging | I can explain practices and lifestyles associated with belonging to a faithI can explain practices and lifestyles associated with belonging to a non-religious communityI can compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestylesI can show an understanding of the role of a spiritual leader |
| **How beliefs are expressed** |
| **EYFS** | **KS1** | **LKS2** | **UPKS2** |
| I can retell a story | I can name religious symbols and the meaning of themI can name important religious storiesI can retell religious stories and suggest meanings in the story | I am beginning to identify religious symbolism in different forms of art and communicationI can look at holy texts and religious stories and explain the meaning of the storyI can express my beliefs in different forms , with respect for others’ beliefs and comparing beliefs | I can explore religious symbolism in literature and in the artsI can explain some of the different ways individuals show their beliefsI can share my opinion and express my own belief with respect and tolerance for others |
| **Time to reflect and personal growth** |
| **EYFS** | **KS1** | **LKS2** | **UPKS2** |
| I can talk about myself positively I can talk about special events I have celebratedI can talk about similarities and differences between myself and my friends | I can identify things that are important to my lifeI can ask questions about puzzling aspects of lifeI understand that there are similarities and differences between people | I understand that personal experiences and feelings can influence my attitude and actionsI can offer suggestions about why religious and non-religious leaders and followers have acted the way they haveI can ask questions that have no agreed answers, and offer suggestions as answers to those questionsI understand that there are similarities and differences between people and respect those differences | I can recognise and express feelings about their identities and beliefsI can explain my opinions about tricky concepts and tricky questions that have no universally agreed answersI can explain why my answers may be different from someone else’s and I can respond sensitively  |
| **Values (in your own life and others’ lives)** |
| **EYFS** | **KS1** | **LKS2** | **UPKS2** |
| I can recall our school valuesI know what our school values meanI can follow the rules in our classroom | I can look at ow values affect a community and individualsI can explain how actions can affect other peopleI understand that I have my own choices to make and I am beginning to understand the concept of morals | I can make informed choices and understand the consequences of my choicesI can describe how shared values in the community can affect behavior and outcomesI can discuss and give opinions on morals and values, including my own. | I can explain why individuals and communities may have similar and differing valuesI can show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequencesI can express my own values while respecting the values of others |

Please note, the children at Street Lane Primary School will be following Derbyshire Agreed Syllabus 2020-2025 and completing 3 key question units a year to ensure coverage of all of these skills.

RE lessons will be planned using the Anna Krisman’s Five Keys Planning Model. A sequence of lessons will include: connection, knowledge, senses, symbols and values.

Please note that the progression grids may need adapting depending on the new rolling cycles made as the new agreed syllabus suggests units per year group however units are planned in to EYFS, KS1, LKS2 and UPKS2 therefore if you do not use their suggested year groups assessment progression points may need adapting.