



EYFS (end of YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Specialness – Stories explore a wide range of stories and picture books, religious and secular. think about how some stories are special to people because they are about God or religious leaders. ELG (People, Cultures 	 recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs 	 retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs 	make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs	 comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs 	 explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed. 	 use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons
 And Communities): 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. 					expressed.	for, and effects of, diversity within and between religions, beliefs and cultures.
 Development Matters: Develop positive attitudes about the differences between people 						
 Compare and contrast characters from stories. 						
 Recognise that people have different beliefs. 						
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:





Strand AF2: Pupils: Enquiring, investigating and interpreting								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
 Belonging Investigate different ways in which different people show they 'belong', including sharing stories about religious leaders ELG (People, Cultures and Communities) 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. 	 identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression 	 recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences identify possible meanings for symbols and other forms of religious expression 	 investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other forms of religious expression 	 gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	 suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence recognise and explain diversity within religious expression, using appropriate concepts. 	 identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives • interpret the significance and impact of different forms of religious and spiritual expression 		
 Development Matters: Develop positive attitudes about the differences between people Talk about members of their immediate family and community Vocabulary: 	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:		





EYFS	ngs (what people be Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Specialness – Stories explore a wide range of stories and picture books, religious and secular. think about how some stories are special to people because they are about God or religious leaders. ELG (People, Cultures and Communities) 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. Development Matters: Compare and contrast characters from stories 	recount outlines of some religious stories	• retell religious stories and identify some religious beliefs and teachings	describe some religious beliefs and teachings of religions studied, and their importance	 describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions 	 explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities 	 make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

Practices and lifestyles (what people do)								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		



Lakeside Primary Academy - RE Progression of Skills



 Specialness - Places Know that places are special for different people and that some places hold special memories. Begin to understand that some people go to special buildings to pray to or be close to God. 	 recognise features of religious life and practice 	• identify some religious practices, and know that some are characteristic of more than one religion	 describe how some features of religions studied are used or exemplified in festivals and practices 	 show understanding of the ways of belonging to religions and what these involve 	 explain how selected features of religious life and practice make a difference to the lives of individuals and communities 	• explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
ELG (People, Cultures and Communities) 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.						
 Development Matters: Understand that some places are special to members of their community 						
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:



Lakeside Primary Academy - RE Progression of Skills



Expression and language (how people express themselves)								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
 Celebration To explore the idea of 'celebration' as an important religious concept. To understand that celebrations can help us to understand more about what different people believe. Specialness – Things To think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts To realise that something that is precious to them might not be to someone else and vice versa. 	recognise some religious symbols and words	suggest meanings in religious symbols, language and stories	• make links between religious symbols, language and stories and the beliefs or ideas that underlie them	 show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language 	explain how some forms of religious expression are used differently by individuals and communities	• compare the different ways in which people of faith communities express their faith.		
ELG (People, Cultures and Communities) 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. Development Matters: • Recognise that people have different beliefs and celebrate special times in different ways								
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:		





Identity and experience (making sense of who we are)								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
 Belonging To explore questions of identity e.g. what makes them special and unique, valuing others etc. as well as thinking about the different places where they 'belong'. 	 identify aspects of own experience and feelings, in religious material studied 	 respond sensitively to the experiences and feelings of others, including those with a faith 	 compare aspects of their own experiences and those of others, identifying what influences their lives 	 ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers 	 make informed responses to questions of identity and experience in the light of their learning 	 discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. 		
ELG (People, Cultures and Communities) 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.								
Development Matters:Think about the perspectives of others.See themselves as a valuable individual.								
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:		





Meaning and purpose (making sense of life)								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
 Wonderful World To engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. To explore the Creation account from the Bible, whilst also thinking about their own and others' ideas. 	 identify things they find interesting or puzzling, in religious materials studied 	 realise that some questions that cause people to wonder are difficult to answer 	 compare their own and other people's ideas about questions that are difficult to answer 	 ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied 	 make informed responses to questions of meaning and purpose in the light of their learning 	 express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. 		
ELG (People, Cultures and Communities) 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.								
 Development Matters: See themselves as a valuable individual. Explore the natural world around them. Describe what they see, hear and feel whilst outside. 								
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:		





Values and commitments (making sense of right and wrong)								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
 Specialness – Stories consider whether stories can teach people things. ELG (People, Cultures and Communities) 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. 	 identify what is of value and concern to themselves, in religious material studied 	• respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	make links between values and commitments, including religious ones, and their own attitudes or behaviour	 ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues 	 make informed responses to people's values and commitments (including religious ones) in the light of their learning 	 make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply 		
 Development Matters: Listen to and talk about stories to build familiarity and understanding. Compare and contrast characters from stories 								
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:		