

STRATFORD-SUB-CASTLE RE PROGRESSION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>BELIEVING: what people believe about God, humanity and the natural world</p>	<p>recount outlines of some religious stories</p> <p>recognise features of religious life and practice</p>	<p>retell religious stories and identify some religious beliefs and teachings</p>	<p>describe some religious beliefs and teachings of religions studied, and their importance</p>	<p>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p> <p>gather, select, and organise ideas about religion and belief</p>	<p>explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p> <p>suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p>	<p>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.</p> <p>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <p>interpret religions and beliefs from different perspectives</p>
<p>STORY: how and why some stories are sacred and important in religion</p> <p>LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion</p> <p>CELEBRATIONS: how and why celebrations are important in religion</p>	<p>recall features of religious, spiritual and moral stories and other forms of religious expression</p>	<p>retell religious, spiritual and moral stories</p>	<p>make links between beliefs, stories and practices</p> <p>describe how some features of religions studied are used or exemplified in festivals and practices</p>	<p>comment on connections between questions, beliefs, values and practices</p>	<p>explain connections between questions, beliefs, values and practices in different belief systems</p>	<p>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p>

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<p>SYMBOLS & SACRED PLACES: how and why symbols, including places of worship express religious meanings</p>	<p>recognise some religious symbols and words</p>	<p>suggest meanings in religious symbols, language and stories</p> <p>identify possible meanings for symbols and other forms of religious expression</p>	<p>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p> <p>describe and suggest meanings for symbols and other forms of religious expression</p>	<p>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</p>	<p>explain how some forms of religious expression are used differently by individuals and communities</p>	<p>compare the different ways in which people of faith communities express their faith.</p>
<p>BELONGING: where and how people belong and why belonging is important; understanding of different rites of passage for faiths</p>	<p>recognise features of religious life and practice</p>	<p>identify some religious practices, and know that some are characteristic of more than one religion</p> <p>identify how religion and belief is expressed in different ways</p> <p>identify similarities and differences in features of religions and beliefs</p>	<p>describe how some features of religions studied are used or exemplified in festivals and practices</p> <p>identify the impacts of beliefs and practices on people's lives</p> <p>identify similarities and differences between religions and beliefs</p> <p>investigate and connect features of religions and beliefs</p> <p>ask significant questions about religions and beliefs</p>	<p>show understanding of the ways of belonging to religions and what these involve</p> <p>describe the impact of beliefs and practices on individuals, groups and communities</p> <p>describe similarities and differences within and between religions and beliefs</p> <p>suggest meanings for a range of forms of religious expression, using appropriate vocabulary</p>	<p>explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p> <p>recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>explain how and why differences in belief are expressed.</p> <p>suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <p>recognise and explain diversity within religious expression, using appropriate concepts</p>	<p>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>interpret the significance and impact of different forms of religious and spiritual expression</p>

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<p>MYSELF: who I am and my uniqueness as a person in a family and community; understanding right from wrong, accepting rules and boundaries; leading a 'good' life; communicating effectively and listening to others</p>	<p>identify aspects of own experience and feelings, in religious material studied</p> <p>identify things they find interesting or puzzling, in religious materials studied</p> <p>identify what is of value and concern to themselves, in religious material studied</p>	<p>respond sensitively to the experiences and feelings of others, including those with a faith</p> <p>realise that some questions that cause people to wonder are difficult to answer</p> <p>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>compare aspects of their own experiences and those of others, identifying what influences their lives</p> <p>compare their own and other people's ideas about questions that are difficult to answer</p> <p>make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p> <p>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p> <p>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>make informed responses to questions of identity and experience in the light of their learning</p> <p>make informed responses to questions of meaning and purpose in the light of their learning</p> <p>make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>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</p>