

Lightmoor Village Primary School Progression Grid  
RE

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>AT1: Learning about religion. How pupils develop their knowledge, skills and understanding with reference to: (Knowledge and Understanding*)</b></p>	<p>Talk about a specific celebration story i.e. Diwali or about a celebration i.e. a christening, wedding or Holi</p>	<ul style="list-style-type: none"> <li>• recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>• recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• retell religious, spiritual and moral stories</li> <li>• identify how religion and belief is expressed in different ways</li> <li>• identify similarities and differences in features of religions and beliefs</li> </ul> <p style="text-align: center;"><b>Recall some of the beliefs, stories, symbols, artefacts and practices of different religious and non-religious worldviews, recognising some similarities and differences and saying</b></p>	<p>make links between beliefs, stories and practices</p> <ul style="list-style-type: none"> <li>• identify the impacts of beliefs and practices on people's lives</li> <li>• identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• comment on connections between questions, beliefs, values and practices</li> <li>• describe the impact of beliefs and practices on individuals, groups and communities</li> <li>• describe similarities and differences within and between religions and beliefs</li> </ul> <p style="text-align: center;"><b>Describe what believers might learn from the significant texts/writings and other arts being studied; describe some of the rules and guidance used by believers and</b></p>	<ul style="list-style-type: none"> <li>• explain connections between questions, beliefs, values and practices in different belief systems</li> <li>• recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>• explain how and why differences in belief are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>• explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>• explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul> <p style="text-align: center;"><b>Make some links between some texts, stories and symbols and guidance on how to live a good life; describe and compare different ways</b></p>

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			<p>something about how and why they may be important for many people, especially in the local area. **</p>		<p>how that might be applied in working with others from different traditions, both locally and more widely; describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used. **</p>		<p>of demonstrating a commitment to local, national and global traditions of religion and belief, including through celebrations; describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts. **</p>
<p>AT2: Learning from Religion. How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:</p>	<p>Understand and accept that they may have different beliefs to others Recognise and discuss the similarities and differences</p>	<ul style="list-style-type: none"> <li>• identify what they find interesting and puzzling in life</li> <li>• recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that some questions about life are difficult to answer</li> <li>• ask questions about their own and others' feelings and experiences</li> <li>• identify possible</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and connect features of religions and beliefs</li> <li>• ask significant questions about religions and beliefs</li> <li>• describe and suggest meanings for symbols and other forms of</li> </ul>	<ul style="list-style-type: none"> <li>• gather, select, and organise ideas about religion and belief</li> <li>• suggest answers to some questions raised by the study of religions and beliefs</li> <li>• suggest meanings for a</li> </ul>	<ul style="list-style-type: none"> <li>• suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>• suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• interpret religions and beliefs from different perspectives</li> </ul>

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<p><i>(Analysis and evaluation*)</i></p>	<p>between themselves and others, and among families, communities and traditions.</p>	<p>meanings for symbols and other forms of religious expression</p> <p><b>Investigate features of religious and nonreligious worldviews by asking their own questions about them; talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make. **</b></p>	<p>religious expression</p>	<p>range of forms of religious expression, using appropriate vocabulary</p> <p><b>Investigate different ideas about God and humanity; ask important questions about the practice of faith and compare different possible answers; express their own ideas about how to lead a good life, recognising that others may think differently, and provide good reasons for the views they have and the connections they make. **</b></p>	<ul style="list-style-type: none"> <li>• recognise and explain diversity within religious expression, using appropriate concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• interpret the significance and impact of different forms of religious and spiritual expression</li> </ul> <p><b>investigate and make links between some stories and symbols from religious and nonreligious worldviews and their guidance on how to live a good life; describe and compare how key events are remembered and/or celebrated in different traditions and how people may demonstrate their commitment to such traditions,</b></p>
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							providing good reasons for the views they have and the connections they make whilst recognising that others may think differently.**
<p><b>Knowledge and Understanding.</b> Making greater sense of religious and non-religious worldviews by organising and connecting their knowledge and understanding with questions and experiences of life; working with more complex information, and with increasing facility with technical vocabulary, about religious and nonreligious worldviews, including the impact of people's beliefs, ways of life and forms of expressing meaning on important questions and experiences of life.</p> <p><b>*Analysis and Evaluation.</b> Increasing the range and accuracy of investigative and evaluative skills, and advancing their ability to select and apply their knowledge and understanding of religious and non-religious worldviews to important questions and experiences of life.</p> <p>**Guidance taken from end of key stage benchmark expectations, Assessment and Progression in Religious Education, Shropshire RE guidance.(www.shropshirelg.net)</p>							
Vocabulary	Belief						