

## RE & World View Progression overview



By the end of EYFS		By the end of KS1	
Explore	Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to themselves, places, objects, materials and living things including faith buildings e.g. the church	Pupils use words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.	Pupils use words and phrases to identify some features of religious life and practices valued by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

By the end of EYFS		By the end of KS1	
Engage	Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special and unique.	Pupils can talk about the experiences of the world around them, stating what is of value and concern to themselves and others. They use stories to identify ways in which people are special and unique.	Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong

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	By the end of EYFS	By the end of KS1	
<b>Reflect</b>	Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They talk about similarities and differences between themselves and others, and among families, communities and traditions. They can show how important it is to be part of a community	Pupils can demonstrate awareness that there are many religious traditions/faith communities and that some people do not follow a recognised faith or believe system or identify as being religious.	Pupils are able to name more than one religious tradition or faith community and can talk about some of the distinctive features of each religious tradition/faith community. They know that some people do not identify as being religious.

	By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
				
Explore	Pupils use a developing vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.	Pupils use a developing vocabulary to describe and show understanding of sources, practices, beliefs, ideas, and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.	Pupils use an increasingly wide vocabulary to explain the impact of religious beliefs and a non-religious life stance on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.	Pupils use an increasingly rich vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers for ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. They interpret sources and arguments regarding world views/issues..

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	By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
<b>Engage</b>	Pupils ask important questions about values, commitments, and beliefs, making links between their own and others' responses, attitudes and behaviour.	Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.	Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.	Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning purpose and perceived truth.

	By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
<b>Reflect</b>	Pupils can identify and distinguish between the faiths and world views being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context. They know that some people do not identify as being religious.	They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values, and choices. They can recognise in themselves and others some reactions to living alongside others who have a different faith or stance. They can	Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in adverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.	Focussing on values and commitments pupils consider their own response to the opportunities and challenges of living in a diverse world whilst taking into account the views and experiences of others. They are able to talk about examples of religious cooperation and why this is sometimes difficult.

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		explain why some people do not identify as being religious.		
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