

RE & World View Progression overview

	By the end of EYFS	By the end of KS1 Through teachings on Christianity and Islam	
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 Through teachings on Christianity and Islam	
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 Through teachings on Christianity and Islam 
Reflect	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.

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	By the end of Lower Key Stage 2 Through teachings on Christianity and Hinduism 	
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.

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	By the end of Lower Key Stage 2 Through teachings on Christianity and Hinduism	
Engage	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.

	By the end of Lower Key Stage 2 Through teachings on Christianity and Hinduism	
Reflect	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

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		explain why some people do not identify as being religious.
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