



RE Progression

EYFS

EYFS Understanding the World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

ELG: Personal, Social, Emotional Development (Building Relationships)

Show sensitivity to their own and others’ needs

ELG: Understanding the World (Past and Present)

Talk about the lives of the people around them and their roles in society.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: Understanding the World (People, Culture and Communities)

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

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

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theology – Where beliefs come from.	Give a clear, simple account of at least one story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.	Show awareness of different sources of authority and how they link with beliefs.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that

		Recognise different types of writing from within one text.	Identify different types of writing and give an example of how a believer might interpret a source of authority.	different ways in which believers interpret sources of authority.	sources of authority and consider the reliability of these sources for a group of believers.	are authoritative for a group of believers.
Theology – How beliefs change over time.			Recognise that beliefs are influenced by events in the past and present.	Identify events in history and society which have influenced some religious and non-religious worldviews.	Describe how events in history and society have influenced some.	
Theology – How beliefs relate to each other.	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews.	Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological similarities and differences between and within religions and worldviews.	Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.
Theology – How beliefs shape the way believers see the world and each other.	Give an example of how Jews use beliefs to guide their daily lives.	Give different examples of how beliefs influence daily life.	Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others and connect this to other religions.
Philosophy – The nature of knowledge, meaning and existence.	Ask questions about the world around them and talk about these questions. Begin to make connections between	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.

	using their senses and what they know about the world around them.	Talk about what people mean when they say they 'know' something.	Talk about the difference between knowing and believing.	Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
Philosophy – How and whether things make sense.	Give a simple reason using the word 'because' when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word 'because'.	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.	Give a simple reason using the word 'because' when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word 'because'.	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.
Philosophy - Issues of right and wrong, good and bad.	Using religious and belief stories to talk about how beliefs impact on how people behave.	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions / issues, showing an understanding of the connections between beliefs, practices and behaviour.
Human & Social science – The diverse nature of religion.	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society. Also, show awareness of how individuals, communities and society can shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society. Also, how individuals, communities and society can shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society. Also, how individuals, communities and society can shape beliefs.
Human & Social science – Diverse ways in which people practice and express beliefs.	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions / worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (within and between religions / worldviews) with reference to at least two religions / worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (within and between religions / worldviews) with reference to at least two different religions / worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (within and between religions / worldviews) with reference to at least two different religions / worldviews.

Human & Social science – The ways in which beliefs shape individual identity, and impact on communities and society, and vice versa.	Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
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