



RE PROGRESSION MAP



EYFS: People, Culture and Beliefs	Links to Development Matters: Personal, Social & Emotional Development			Early Learning Goals
	Birth to Three	Three & Four Year Olds	Reception	
	- Establish their sense of self. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Understanding the World - Notice differences between people - Make connections between the features of their family and other families	- Develop their sense of responsibility and membership of a community Understanding the World - Continue to develop positive attitudes about the differences between people.	- See themselves as a valuable individual. - Think about the perspectives of others. Understanding the World - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways.	- Building Relationships → Show sensitivity to their own and others’ needs 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 - People and Communities → 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.
	End Points:			
	Communication - Express feelings, give opinions and reasons.	Comment on significant events in own lives, talk about their family, friends and the local community. -Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. -Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. -Respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.		
	Observe	Look closely and consider their own culture and religion and that of the people in their own community. -Look closely at and observe the lives of people in communities in other countries within the world.		
	Describe	Talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. -Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.		
	Understanding	Understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah,		
	Compare	Recognise the similarities and differences in culture and religion between them and other communities. -Look closely at and make comparisons between this country and the lives of people in other countries within the world.		
	Research	Show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives.		
	Vocabulary	Language of tolerance, respect and co-operation		
Lancashire Field of Enquiry	Beliefs and Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
	Knowing about and understanding religions and world views		Expressing and communicating ideas related to religions and world views	
Year 1: What do people say about God?	- Give an example of a key belief and/or a religious story - Give an example of a core value or commitment	- Use some religious words and phrases to recognise and name features of religious traditions - Talk about the way that religious beliefs might influence the way a person behaves	Notice and show curiosity about people and how they live their lives	Ask questions

Year 2: How do we respond to the things that really matter?	- Retell and suggest meanings for religious stories and/or beliefs - Use some religious words and phrases when talking about beliefs and values	- Identify and describe how religion is expressed in different ways - Suggest the symbolic meaning of imagery and actions	Identify things that influence a person's sense of identity and belonging	- Ask relevant questions - Talk about their own identity and values
Year 3: Who should we follow?	- Show awareness of similarities in religions - Identify beliefs and values contained within a story/teaching - Identify the impact religion has on a believer	- Identify how religion is expressed in different ways - Use religious terms to describe how people might express their beliefs	Describe how some people, events and sources of wisdom have influenced and inspired others	- In relation to matters of right and wrong, recognise their own and others' values - Discuss own questions and responses related to the question 'who should we follow – and why?'
Year 4: How should we live our lives?	- Describe what a believer might learn from a religious teaching/story - Make links between ideas about morality and sources of authority	- Describe the impact religion has on believers' lives - Explain the deeper meaning and symbolism for specific religious practices	- Consider the range of beliefs, values and lifestyles that exist in society - Discuss how people make decisions about how to live their lives	Reflect on their own personal sources of wisdom and authority
Year 5: Where can we find guidance about how to live our lives?	- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers - Explain the impact of beliefs and values – including reasons for diversity	- Explain differing forms of expression and why these might be used - Describe diversity of religious practices and lifestyle within the religious tradition - Interpret the deeper meaning of symbolism – contained in stories, images and actions	- Explain (with appropriate examples) where people might seek wisdom and guidance - Consider the role of rules and guidance in uniting communities	- Discuss and debate the sources of guidance available to them - Consider the value of differing sources of guidance
Year 6: Is life like a journey?	- Analyse beliefs, teachings and values and how they are linked - Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life - Explain the impact of beliefs, values and practices – including differences between and within religious traditions	- Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences - Explain differing ideas about religious expression	- Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging - Discuss how people change during the journey of life	- Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments - Develop own views and ideas in response to learning - Demonstrate increasing self-awareness in their own personal development

Lancashire Agreed Syllabus for RE: Expected Standards