**Wath Central Primary School**

**Progression Map – Based on Chris Quigley Essentials**

Subject Area: Religious Education (R.E.)

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|  | **Milestone 1**  **By the end of Key Stage 1 (Years 1 and 2), children will have been taught how to:** | **Milestone 2**  **By the end of Lower Key Stage 2 (Years 3 and 4), children will have been taught how to:** | **Milestone 3**  **By the end of Key Stage 2 (Years 5 and 6), children will have been taught how to:** |
| To understand beliefs and teachings | • Describe some of the teachings of a religion.  (1.3, 1.4, 2.3, 2.4)  • Describe some of the main festivals or celebrations of a religion.  (1.2, 1.5, 2.4) | • Present the key teachings and beliefs of a religion.  (3.1, 3.2, 3.3, 4.3)  • Refer to religious figures and holy books to explain answers.  (3.1, 3.2, 3.3, 4.3) | • Explain how some teachings and beliefs are shared between religions.  (5.3, 6.2, 6.3)  • Explain how religious beliefs shape the lives of individuals and communities.  (5.3, 6.2, 6.3) |
| To understand practices and lifestyles | • Recognise, name and describe some religious artefacts, places and practices.  (1.2, 1.3, 1.6) | • Identify religious artefacts and explain how and why they are used.  (3.2, 3.3, 4.1)  • Describe religious buildings and explain how they are used.  (3.2, 4.3)  • Explain some of the religious practices of both clerics and individuals.  (3.2, 3.3, 4.3) | • Explain the practices and lifestyles involved in belonging to a faith community.  (5.1, 5.2, 6.2)  • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.  (5.3, 6.2, 6.3)  • Show an understanding of the role of a spiritual leader.  (5.1, 5.2, 6.2) |
| To understand how beliefs are conveyed | • Name some religious symbols.  (1.3, 1.5, 2.3)  • Explain the meaning of some religious symbols.  (1.3, 1.5, 2.3) | • Identify religious symbolism in literature and the arts.  (3.1, 3.3, 4.1) | • Explain some of the different ways that individuals show their beliefs.  (5.1, 5.2, 6.1, 6.2) |
| To reflect | • Identify the things that are important in their own lives and compare these to religious beliefs.  (1.1, 2.1, 2.6)  • Relate emotions to some of the experiences of religious figures studied.  (1.2, 1.3, 1.4, 2.5)  • Ask questions about puzzling aspects of life.  (1.1, 1.6, 2.1, 2.6) | • Show an understanding that personal experiences and feelings influence attitudes and actions.  (3.1, 4.1, 4.2, 4.3)  • Give some reasons why religious figures may have acted as they did.  (3.1, 3.3, 4.2)  • Ask questions that have no universally agreed answers.  (3.1, 3.3, 4.2, 4.3) | • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.  (5.3, 6.2, 6.3)  • Explain their own ideas about the answers to ultimate questions.  (5.1, 5.2, 6.2)  • Explain why their own answers to ultimate questions may differ from those of others.  (5.3, 6.2, 6.3) |
| To understand values | • Identify how they have to make their own choices in life.  (1.1, 2.1, 2.2)  • Explain how actions affect others.  (1.3, 1.4, 2.2)  • Show an understanding of the term ‘morals’.  (1.3, 1.4, 2.2) | • Explain how beliefs about right and wrong affect people’s behaviour.  (3.1, 4.2, 4.3)  • Describe how some of the values held by communities or individuals affect behaviour and actions.  (3.1, 4.2, 4.3)  • Discuss and give opinions on stories involving moral dilemmas.  (3.1, 4.2, 4.3) | • Explain why different religious communities or individuals may have a different view of what is right and wrong.  (5.1, 5.2, 6.1, 6.2)  • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).  (5.3, 6.1, 6.3)  • Express their own values and remain respectful of those with different values.  (5.3, 6.1, 6.2, 6.3) |

**Supporting Religious Education for those below Milestone 1**

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| **P4**  • Use single elements of communication to express feelings. • Show an understanding of ‘yes’ and ‘no’. • Begin to respond to the feelings of others. • Join in with activities by initiating ritual actions or sounds. • Demonstrate an appreciation of stillness and quietness. | **P5**  • Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. • Respond to a variety of new religious experiences. • Take part in activities involving two or three other learners. • Engage in moments of individual reflection. | **P6**  • Express and communicate feelings in different ways. • Respond to others in group situations and cooperate when working in small groups. • Listen to, and begin to respond to, familiar religious stories, poems and music, and make contributions to celebrations and festivals. • Carry out ritualised actions in familiar circumstances. • Show concern and sympathy for others in distress. • Begin to be aware of own influence on events and other people. | **P7**  • Listen to and follow religious stories. • Communicate their ideas about religion, life events and experiences in simple phrases. • Evaluate own work and behaviour in simple ways, beginning to identify some actions as right or wrong. • Find out about aspects of religion through stories, music or drama, answer questions and communicate responses. • Communicate feelings about what is special. • Begin to understand that other people have needs and to respect these. • Make purposeful relationships with others in group activity. | **P8**  • Listen attentively to religious stories or to people talking about religion. • Begin to understand that religious and other stories carry moral and religious meaning. • Communicate ideas, feelings or responses to experiences or to retell religious stories. • Communicate simple facts about religion and important people in religions. • Realise the significance of religious artefacts, symbols and places. • Reflect on emotions (happy, sad, excited or lonely). • Demonstrate a basic understanding of what is right and wrong in familiar situations. • Show sensitivity to the needs and feelings of others and show self-respect. • Treat living things and their environment with care and concern. | **Early Years**  • Describe themselves in positive terms. • Describe own and others’ feelings. • Describe own and others' feelings and their consequences. • Understand that their own actions affect other people. • Know that some behaviour is wrong. • Know that others do not always enjoy the same things and show sensitivity to this. |