**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. |