



Darley Dene Primary School - RE Progression

Intent: We believe that our Religious Education Curriculum at Darley Dene School, will be for children to have a better understanding of the different main six faiths and religions and how they can learn from and work alongside each other to create a richer community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. The children will know how faiths interrelate and have similarities and differences, which they respect and celebrate.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Showing knowledge and understanding							
Begin to develop own sense of responsibility and membership of a community. Begin to understand who I am and where I belong.	Begin to understand there are different religions. Learning about key religious events/join in with whole school events, e.g. Diwali, Christmas,	Recognise and name some features of religions and beliefs. Recall features of religious, spiritual and moral stories and other forms of religious expression.	Identify similarities in features of religions and beliefs. Retell religious, spiritual and moral stories. Identify possible meanings for stories, symbols and other forms	Identify similarities and differences between religions and beliefs and in features of religions. Begin to make links between beliefs,	Identify and explain similarities and differences between religions and beliefs. Investigate and connect features of religions and beliefs. Investigate and explain links between beliefs,	Investigate and describe similarities and differences within and between religions and beliefs. Identify links between questions, beliefs, values and practices.	Explore, gather, select, and organise ideas about religion and belief. Comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate.

<p>Listening and learning from stories.</p> <p>Understands that some places are special to members of his/her community.</p> <p>To understand what makes our world wonderful.</p>	<p>Easter and Eid.</p> <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Listen to and talk about different stories.</p> <p>To understand what makes our world wonderful.</p> <p><i>Understand</i></p>	<p>Recognise symbols and other forms of religious expression.</p>	<p>of religious expression.</p> <p>Identify how religion and belief is expressed in different ways.</p>	<p>stories and practices.</p> <p>Describe and suggest meanings for symbols and other forms of expression.</p>	<p>stories and practices.</p> <p>Identify the impact of beliefs and practices on people's lives.</p>	<p>Suggest meanings for a range of forms of expression, using appropriate vocabulary.</p>	<p>Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally.</p>
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	<p><i>the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Explain some similarities and</i></p>						
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	<p><i>differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</i></p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p>						
Expressing ideas, beliefs and insights							

Recognises that people have different beliefs and celebrate special times in different ways.	<p>Understand that different people may believe different things.</p> <p><i>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.</i></p> <p>Recognise that people have different</p>	<p>Express their own experiences and feelings.</p> <p>Identify what is important to themselves and may be important to others.</p> <p>Identify what they find interesting and puzzling in life.</p>	<p>Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings.</p> <p>Ask questions about their own and others' ideas, feelings and experiences.</p> <p>Give a reason why something may be valued by themselves and others.</p> <p>Recognise that some questions about life are difficult to answer.</p>	<p>Begin to understand what influences and inspires them.</p> <p>Share their ideas about what they think is important.</p> <p>Compare what they think about God and what is important in life to what other people believe.</p> <p>Begin to ask questions about religions and beliefs.</p>	<p>Identify and explain what influences and inspires them, and why.</p> <p>Compare their own ideas and feelings about what they think is important.</p> <p>Make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions.</p> <p>Ask significant questions about religions and beliefs, comparing ideas as appropriate.</p>	<p>Investigate a range of sources of inspiration.</p> <p>Discuss issues raised by religion and belief in the context of their own and others' lives.</p> <p>Discuss how their attitudes and actions have an impact.</p> <p>Discuss questions raised by the study of religions and beliefs. Begin to reflect on those questions and consider possible answers.</p>	<p>Investigate and describe how sources of inspiration and influence make a difference to themselves and others.</p> <p>Apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives.</p> <p>Suggest what might happen as a result of their own and others' attitudes and actions.</p> <p>Suggest answers to some questions raised by the study of religions and beliefs.</p>
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	beliefs and celebrate special times in different ways.						
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Highlighted Text = Sonar Objectives

Italicized Text = ELGs