



# RE Progression Grid

Christianity
Muslims
Jews
Hindus
  
Multifaith
Non-religious



	EARLY YEARS	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2		
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
FROG	<p><b>Why is Christmas special for Christians?</b></p> <p><b>Why is the word God so important to Christians?</b></p> <p><b>Why is Easter special to Christians?</b></p>	<p><b>What do Christians believe God is like?</b></p> <p><b>Who do Christians say made the world?</b></p> <p><b>Why does Christmas matter to Christians?</b></p> <p><b>What is the 'Good News' Christians believe Jesus brings?</b></p> <p><b>Why Does Easter matter to Christians?</b></p>		<p><b>What do Christians learn from the Creation story?</b></p> <p><b>What is it like for someone to follow God?</b></p> <p><b>What is the 'Trinity' and why is it important to Christians?</b></p> <p><b>What kind of world did Jesus want? Why do Christians call the day Jesus died 'Good Friday'?</b></p> <p><b>When Jesus left what was the impact of Pentecost?</b></p>		<p><b>What does it mean if Christians believe God is Holy?</b></p> <p><b>Creation and Science: Conflicting or complimentary?</b></p> <p><b>Why do Christians believe Jesus was the Messiah?</b></p> <p><b>What would Jesus do?</b></p> <p><b>What kind of King is Jesus?</b></p>		
	Retell simply religious stories.	Retell stories simply and begin to recognise what it means to Christians.	Tell stories from the bible and give clear, simple accounts of what the stories mean to Christians.	Begin to make some links between texts and the core concepts studied.	Identify and describe the core beliefs and teachings studied.	Begin to identify and explain some core beliefs and teachings studied, using examples from texts.	Identify and explain the core beliefs and concepts studied, using examples from religious texts and sources of authority.	
	Recognise and retell stories connected with celebration.	Recognise ways in which Christians put their beliefs into practice.	I can give examples of how Christians put their beliefs into practice.	Recognise how people show their beliefs in how they worship and in the way they live.	Describe how people show their beliefs in how they worship and in the way they live.	Begin to explain connections between texts and core beliefs.	Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.	
		Begin to recognise how people use stories to guide their beliefs and actions.	Give examples of how people use stories to guide their beliefs and actions.	Make simple links between stories and concepts studied and how people live.	Make clear links between stories, teachings and concepts studied and how people live individually and in communities.	Give some examples to show how and why people put their beliefs into practice in different ways.	Examine how and why people put their beliefs into practice in diverse ways.	
	Recall what happens at a traditional festival or ritual.	Recognise ways in which believers put their beliefs into practice.	Give examples of how believers put their beliefs into practice.	Make simple links between some of the beliefs studied and life in the world today.	Make strong links between beliefs studied and life in the world today, expressing some of own my ideas clearly.	Make connections between beliefs studied and my own life, and ways of understanding the world today.	Evaluate how the beliefs studied relate to my own experiences and experiences of the world today, developing insights of my own.	
	Talk about things I find interesting,	I can talk about what I have learned.	I can, think, talk, and ask questions about	I can raise important questions about how far	Ask thoughtful questions and suggest	Give responses to the issues studied,	Articulate lessons people might gain from the	

Christianity

puzzling or wonderful and my own experiences.

whether the ideas I have been studying have something to say to me.

the beliefs and practices studied might make a difference to how I think and live.

some answers about how far the beliefs and practices studied, might make a difference to how I think and live

recognising different points of view.

beliefs studied, including my own responses, and recognising that others may think differently.

FROG

Muslims

	Who is a Muslim and how do they live?		How do festivals and worship show what matters to Muslim people?		What does it mean to be a Muslim in Britain today?	
	Recognise some of the key beliefs studied and begin to describe what they mean.	Identify the core beliefs studied and give a simple description of what they mean.	Identify some beliefs and concepts studied.	Identify and describe the core beliefs and concepts studied.	Begin to identify the core beliefs and concepts studied, using examples from texts/sources of authority in religions.	Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.
	Begin to give simple accounts of what stories mean to believers.	Give clear, simple accounts of what stories and other texts mean to believers.	Begin to make some links between how people show their beliefs in how they worship and how they live.	Confidently make clear links between stories, teachings and concepts studied and how people live, individually and in communities.	Begin to make some connections between what people believe and how they live.	Make clear connections between what people believe and how they live individually and in communities.
			Begin to make some links between the texts/sources of authority and the core concepts studied.	Make clear links between the texts/sources of authority and the core concepts studied.	Give some examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.	Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.
	Begin to discuss ways believers put their beliefs into action.	Give examples of ways in which believers put their beliefs into action.	Recognise some differences in how people put their beliefs into practice.	Using evidence and examples, show how and why people put their beliefs into practice in diverse ways.	Make simple connections between the beliefs and practices studied, explaining their	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people.

importance to  
different people.

Think, talk, and ask  
questions about people's  
beliefs and ways of  
living.

Think, talk and ask  
questions about  
whether the ideas I  
have been studying  
have something to say  
to me.

Raise important  
questions about how far  
the beliefs and practices  
studied might make a  
difference to how I think  
and live.

Raise important  
questions about how  
far the beliefs and  
practices studied  
might make a  
difference to how I  
think and live.

Reflect on and  
discuss the lessons  
people might gain  
from the beliefs and  
practices studied,  
giving reasons for my  
views.

Reflect on and articulate  
lessons people might gain  
from the beliefs/practices  
studied, including my own  
responses.

Begin to give reasons for  
ideas I have and the  
connections I make.

Give a good reason for  
the views I have and  
the connections I  
make.

I can express and give  
some reasons for the  
views I have and the  
connections I make.

Give sound and clear  
reasons for the views  
I have and  
connections I make.

Consider how ideas  
studied in this unit  
relate to my own  
experiences, offering  
reasons for the views  
I have and the  
connections I make.

Consider and way up how  
ideas studied in this unit  
relate to my own  
experiences and  
experiences of the world,  
developing insights of my  
own and giving good  
reasons for my views they  
have and the connections  
they make.

Who is Jewish and how do they live?		How do festivals and family life show what why matter to Jewish people?		Why is the Torah so important to Jewish people?	
I can identify some core beliefs and concepts studied and begin to describe what they mean.	Identify the core beliefs and concepts studied and give a simple description of what they mean.	Can identify some core beliefs and begin to describe what they mean.	Identify and describe the core beliefs and concepts studied.	Begin to identify the core beliefs and concepts studied, using examples from texts/sources of authority in religions.	Identify and explain the core beliefs, using examples from texts/sources of authority in religions.
I can retell stories simply and give some examples of how they show what people believe.	Confidently, give examples of how stories show what people believe.	Make some links between texts/sources of authority and the core concepts.	Make clear links between texts/sources of authority and the concepts studied.	Give some examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.	Describe ways in which people use texts/sources of authority to make sense of core beliefs.
Begin to give simple accounts of what stories and other texts mean to believers.	Give clear, simple accounts of what stories and other texts mean to believers.	Offer some suggestions about what texts/sources of authority might mean and begin to give examples of what these sources mean to believers.	Offer informed suggestions about what texts/sources of authority can mean and give examples of what they mean to believers.	Begin to give meanings for text/sources of authority studied.	Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.
Begin to give some examples of how people use stories to guide their beliefs and actions and how they live.	Give examples of how people use stories to guide their beliefs and actions and how they live.	Begin to make simple links between stories, teachings and concepts studied and how people live individually and in communities.	Confidently make links between stories, teachings and concepts studied and how people live individually and in communities.	Make connections between what people believe and how they live individually and in communities.	Make clear connections between what people believe and how they live individually and in communities.
I can think and talk about whether the ideas I have been studying have something to say to me.	Think, talk and ask questions about whether the ideas they have been studying have something to say to them.	I can raise important questions about how far the beliefs and practices studied might make a difference to how pupils think and live.	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.	Make simple connections between the beliefs and practices studied, explaining their importance to different people	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people.

Give some reasons for the views I have and begin to make connections.

Give a range of good reasons for the views they have and the connections they make.

Give some reasons for the views they have and the connections they make.

Give clear reason for the views they have and the connections they make

Consider how ideas studied in this unit relate to their own experiences, offering reasons for the views they have and the connections they make.

Consider and way up how ideas studied in this unit relate to their own experiences and experiences of the world, developing insights of their own and giving good reasons for the views they have and the connections they make.

What do Hindus believe God is like? What does it mean to be a Hindu in Britain today?	Why do Hindus want to be good?		
Begin to identify and describe core beliefs and concepts studied.	Identify and describe the core beliefs and concepts studied.	Begin to identify and explain the core beliefs.	Identify and explain the core beliefs and concepts studied, using examples from texts.
Make some links between texts/sources of authority and the key concepts studied.	Make clear links between texts/ sources of authority and the key concepts studied.	Begin to describe ways in which people use texts to make sense of core beliefs.	Make connections between beliefs studied and explain how and why they are important to Hindus.
Offer some suggestions about what texts/sources of authority might mean.	Confidently offer suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers.	Consider different meanings for texts studied, showing some awareness of different interpretations.	Give meanings for texts studied, comparing these ideas with some ways believers interpret texts.
Make simple links between beliefs and how people live.	Make links between stories, teachings and concepts studied and how people live.	Make simple links between stories and concepts studied and how people live.	Make clear connections between stories and Hindu beliefs and how people live.

<b>Being special where do we belong? What time/stories are special and why? What places are special and why?</b>	<b>What makes some places scared to believers? What does it mean to belong to a faith community? How should we care for the world and for others and why does it matter?</b>	<b>How and why do people mark the significant events of life? How and why do people try to make the world a better place?</b>	<b>How does faith help people when life gets hard?</b>			
Begin to recognise special things link to beliefs about God.	Begin to make sense of religious and non-religious beliefs and understand what these beliefs mean in traditions.	Identify and make sense of religious and non-religious beliefs and understand what these beliefs mean in traditions.	Explore and compare some beliefs in different religions.	Identify and compare core beliefs and describe what they mean in different religions.	Explore ways in which religions guide people through life.	Describe some examples of ways in which religions guide people through life.
Talk about some of the things these stories teach believers.	Can give some examples of key beliefs and how stories show what people believe.	Make clear links between texts/sources of authority and the concepts studied.	Recognise some differences in how people put their beliefs into practice.	Identify some differences in how people put their beliefs into practice.	Explore the core beliefs studied and compare these with some ways in which believers interpret them.	Identify and explain the core beliefs studied, comparing and explaining differences and similarities.
Express a personal response to the natural world.	Begin to give ways in which believers put their beliefs into practice.	Give examples in which believers put their beliefs into practice.	Make some simple links between religious beliefs and teachings and how people live.	Make links between some of the beliefs studied and life in the world today.	Recognise how and why people put their beliefs into practice in different ways.	Use evidence and examples, show how and why people put their beliefs into practice in diverse ways.
Recognise that some religious people have places which have special meaning for them.	Recognise different religious symbols and their relevance for individuals.	Recognise name and describe religious artefacts, places and practices.	Ask questions about the beliefs studied and begin to give some reasons for the views they have made.	Offer informed suggestions about the meaning and importance of religious and non-religious concepts.	Make simple connections between what people believe and how they live.	Make clear connections between what people believe and how they live.
Recall simply what happens at a traditional Christian infant baptism and dedication	Begin to understand religious rituals and ceremonies and their meaning.	I can explain religious rituals and ceremonies and the meaning of them, including my own experiences of them			Express my own views, giving examples and evidence.	Offer a reasoned response, with evidence and examples, expressing insights of my own

Think and talk about what I have been learning

I can talk, think and ask questions about the concepts learned and offer reasons for their responses.

FROG

**Why do some people believe in God and some not?  
What matters most to Humanists and Christians?**

Begin to explain the core concepts and beliefs, using examples from texts/sources of authority in religion

Explain the core beliefs and give examples of statements that reflect these beliefs.

Begin to make sense of religious and non-religious beliefs and concepts

Confidently identify and make sense of religious and non-religious beliefs and concepts.

Make simple links between what people believe and how I live.

Make clear connections between what people believe and the impact of this belief on how I live.

Make simple connections between beliefs and behaviour in my own lives.

Make connections between beliefs and behaviour in my own lives.

Non-religious