**Sherdley Primary School 2022-23**



**RE** Progression Statements – End of year expectations

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|  | **Beliefs and Values** | **Living Religious Traditions** | **Shared Human Experience** | **Search for Personal Meaning** |
| **Year 1** | * 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** | * 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** | * 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?’ |

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|  | **Beliefs and Values** | **Living Religious Traditions** | **Shared Human Experience** | **Search for Personal Meaning** |
| **Year 4** | * 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** | * 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** | * 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 |