



# THE GREVILLE PRIMARY SCHOOL –PROGRESSION MAP

## RELIGIOUS EDUCATION

Surrey Agreed Syllabus	Thinking about religion and belief Pupils	Enquiring, investigating and interpreting Pupils	Reflecting, evaluating and communicating Pupils
Early Years	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> <li>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.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>identify what they find interesting and puzzling in life</li> <li>recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>express their own experiences and feelings</li> <li>identify what is important to themselves and may be important to others</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>retell religious, spiritual and moral stories</li> <li>identify how religion and belief is expressed in different ways</li> <li>identify similarities and differences in features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>recognise that some questions about life are difficult to answer</li> <li>ask questions about their own and others' feelings and experiences</li> <li>identify possible meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>respond sensitively and imaginatively to questions about their own and others' experiences and feelings</li> <li>give a reason why something may be valued by themselves and others</li> </ul>

<b>Year 3</b>	<ul style="list-style-type: none"> <li>• make links between beliefs, stories and practices</li> <li>• identify the impacts of beliefs and practices on people's lives</li> <li>• identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and connect features of religions and beliefs</li> <li>• ask significant questions about religions and beliefs</li> <li>• describe and suggest meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• identify what influences and inspires them and why</li> <li>• compare their own ideas and feelings about what pupils think is important</li> <li>• make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• comment on connections between questions, beliefs, values and practices</li> <li>• describe the impact of beliefs and practices on individuals, groups and communities</li> <li>• describe similarities and differences within and between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• gather, select, and organise ideas about religion and belief</li> <li>• suggest answers to some questions raised by the study of religions and beliefs</li> <li>• suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• describe how sources of inspiration and influence make a difference to themselves and others</li> <li>• apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives</li> <li>• suggest what might happen as a result of their own and others' attitudes and actions</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• explain connections between questions, beliefs, values and practices in different belief systems</li> <li>• recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>• explain how and why differences in belief are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>• suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>• suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>• recognise and explain diversity within religious expression, using appropriate concepts</li> </ul>	<ul style="list-style-type: none"> <li>• express clear views about how sources of inspiration and influence make a difference to their own and others' beliefs</li> <li>• recognise and explain how issues related to religion and belief are relevant in their own lives</li> <li>• contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>• explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>• explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• interpret religions and beliefs from different perspectives</li> <li>• interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>	<ul style="list-style-type: none"> <li>• argue persuasively their views on questions of religion and belief, taking account of others' viewpoints</li> <li>• express insights of their own into the challenges of committing to a religion or belief in the contemporary world</li> <li>• explain the challenges posed by religious, spiritual and philosophical questions</li> </ul>

