**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
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| **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
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| **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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| **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
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| **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
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| **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
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