



Progression Map – RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Believing 1.1 – A1 A2 A3 B1 C1 C3	Believing 1.1 – A1 A2 A3 B1 C1 C3	Living 1.7 A1 A3 B1 B2 B3 C2	Living 1.7 A1 A3 B1 B2 B3 C2 Expressing (Split Unit) 1.6 A1 A2 A3 B1 B3 C1	Expressing 1.5 – A1 A2 A3 B1 B2 B3 C1	Expressing 1.5 – A1 A2 A3 B1 B2 B3 C1
Year 2	Believing 1.3 – A1 A2 A3 B1 C1	Believing 1.3 – A1 A2 A3 B1 C1	Believing 1.2 – A1 A2 A3 B1 C1	Living 1.8 – A2 B1 C1 C2 C3 Expressing (Split Unit) 1.6 A1 A2 A3 B1 B3 C1	Expressing (Split Unit) 1.6 A1 A2 A3 B1 B3 C1	Believing 1.4 – A2 B3 C1 C3
Year 3	Believing L2.1 – A1 B1 B2 B3 C1	Living L2.7 – A1 A2 A3 B1 B2 C1 C2	Believing L2.2 – A1 A2 B1 B2 C3	Expressing (Split unit) L2.5 – A2 A3 B2 C1 C2	Expressing (Split unit) L2.5 – A2 A3 B2 C1 C2 Expressing L2.4 – A1 A2 A3 B2 B3	Expressing L2.4 – A1 A2 A3 B2 B3
Year 4	Living L2.8 – A1 A2 A3 B1 B2 B3 C1 C2 Expressing (Split unit) L2.5 – A2 A3 B2 C1 C2	Living L2.8 – A1 A2 A3 B1 B2 B3 C1 C2	Believing L2.3 – A1 A2 B1 C2 C3	Believing L2.3 – A1 A2 B1 C2 C3 Expressing (Split unit) L2.5 – A2 A3 B2 C1 C2	Expressing L2.6 – A1 A2 A3 B1 B2 B3 C1 C2	Living L2.9 – A2 B1 B2 B3 C3

Year 5	Believing U2.1 – A2 A3 B1 B2 B3 C1	Believing U2.2 – A1 A2 B1 B3 C3	Expressing U2.4 – A1 A3 B1 B2 B3 C1 C2	Expressing U2.4 – A1 A3 B1 B2 B3 C1 C2	Living U2.6 – A1 A2 B1 C1	Living U2.6 – A1 A2 B1 C1
	Living U2.7 – A2 B2 B3 C2 C3	Living U2.7 – A2 B2 B3 C2 C3	Believing U2.3 – A1 A3 B1 B2 B3	Expressing U2.5 – A1 A3 B2 B3 C1 C2 C3	Living U2.8 – A1 B2 B3	Living U2.8 – A1 B2 B3

The End of Key Stage Outcomes identify above, are explained in full on the following pages.

Progression Map – RE

End of Key Stage 1 Outcomes (Year 1 and Year 2)

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

End of Key Stage 2 Outcomes (Year 3 – Year 6)

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.