



Understanding the World – RE Progression

Stage 2 2-3 Year Olds	Stage 3 3-4 Year Olds	Stage 4 Reception
• Beginning to recognise familiar people in their family and settings • Recognises family and familiar people in photographs with accents, smiles and gestures. • Shows interest in familiar celebrations and routines at home • Shows curiosity about special objects • Joins in with simple songs, rhymes and celebrations with others. • Begins to talk about people who are special to them. • Responds to familiar play, pictures and props. • Begins to use words to describe their home, family and favourite thing. • <i>Listen to other people's talk with interest, but can easily be distracted by other things. (CL)</i> • <i>Use gestures like waving and pointing to communicate. (CL)</i> • <i>Establish their sense of self. (PSED)</i> • <i>Express preferences and decisions. They also try new things and start establishing their autonomy. (PSED)</i> • <i>Engage with others through gestures, gaze and talk. (PSED)</i> • <i>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. (PSED)</i> • <i>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities. (PSED)</i>	• Shows interest in stories/ photo books about people • Listens to religious stories (Nativity) and remembers some important parts • Encourage children to talk about their own home and community life to find out about other children's experiences. • Enjoys joining in with family customs and routines and talks about family celebrations of their own culture. • Recognise that some places are special and why. • Who is important to you? • Notice similarities between my life and other people's lives. • Talks about any groups they are in • <i>Enjoy songs and rhymes, tuning in and paying attention. (CL)</i> • <i>Recognise that some books are special and talk about their favourite book</i> • <i>Enjoy listening to longer stories and can remember much of what happens. (CL)</i> • <i>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (CL)</i> • <i>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (CL)</i> • <i>Can start a conversation with an adult or a friend and continue it for many turns.(CL)</i> • <i>Develop their sense of responsibility and</i>	• To talk about new beginnings • To begin to understand about why certain events are celebrated • To learn about the festivals of Harvest, Bonfire night, Chinese/Lunar New Year, Christingle and how to stay safe, Remembrance Day and why it is important to remember. • To learn about Christmas and Easter and why it is celebrated. • To begin to understand how some traditions are celebrated • To recognise that people have different special celebrations and celebrate in different ways. • To talk about what it means if something is special. • To begin to learn stories from the Bible that have special meaning. (Goliath, Good Samaritan, The Wise & Foolish House builders) • To identify what makes a place special. • To know that church is a holy place for a Christian. • To identify some significant features found inside and outside a church. (altar, bible, pews, font, pulpit, candles, stained glass windows) • To know that mosque is a holy place for a Muslim and to identify some significant features found inside and outside a mosque.



• Enjoy songs and rhymes, tuning in and paying attention (Lit) • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. (Lit) • Make connections between the features of their family and other families. (UW) • Notice differences between people. (UW)	membership of a community. (PSED) • Begin to make sense of their own life-story and family's history. (UW) • Continue to develop positive attitudes about the differences between people. (UW)	• To know that a mandir is a holy place for a Hindu and to identify some significant features found inside and outside a mandir. • Understand how to listen carefully and why listening is important. (CL) • See themselves as a valuable individual. (PSED) • Express their feelings and consider the feelings of others. (PSED) • Think about the perspectives of others.(PSED) • Talk about members of their immediate family and community. (UW) • Name and describe people who are familiar to them. (UW) • Understand that some places are special to member of their community. (UW) Recognise that people have different beliefs and celebrate special times in different ways. (UW)
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and Values	● Give an example of a key belief and/or a religious story ● Give an example of a core value or commitment	● Retell and suggest meanings for religious stories and/or beliefs ● Use some religious words and phrases when talking about beliefs and values	● Show awareness of similarities in religions ● Identify beliefs and values contained within a story/teaching ● Identify the impact religion has on a believer	● Describe what a believer might learn from a religious teaching/story ● Make links between ideas about morality and sources of authority	● 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	● 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



Living Religious Traditions	● 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	● Identify and describe how religion is expressed in different ways ● Suggest the symbolic meaning of imagery and actions	● Identify how religion is expressed in different ways ● Use religious terms to describe how people might express their beliefs	● Describe the impact religion has on believers' lives ● Explain the deeper meaning and symbolism for specific religious practices	● 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	● Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences ● Explain differing ideas about religious expression
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Shared Human Experiences	• Notice and show curiosity about people and how they live their lives	• Identify things that influence a person's sense of identity and belonging	• Describe how some people, events and sources of wisdom have influenced and inspired others	• Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives	• Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities	• 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
Search for Personal Meaning	• Ask questions	• Ask questions • Talk about their own identity and values	• 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?'	• Reflect on their own personal sources of wisdom and authority	• Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance	• 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



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						their own personal development
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