Etwall Primary School – RE Progression Map

Our End Goal

What will our pupils be able to do when they leave Etwall Primary School?

Our pupils will have developed a sense of identity and belonging, allowing them to flourish individually within their communities and as citizens in a multicultural society and global community. As well as gaining subject knowledge of at least four religions, they will have developed self-confidence of their own religious views whilst having a good understanding and appreciation of others views, allowing them to show sensitivity and mutual respect – a skill needed in modern day Britain. This will be further enhanced by links to PSHCE and British Values. Pupils will be taught how to pose questions to find a greater understanding of religions and will have a more philosophical approach in finding answers to these questions. The skills and knowledge will be built on year upon year, so our pupils leave Etwall Primary School being able to reflect on what they have learnt and transfer this to the wider community.

Curriculum Coverage (Derbyshire and Derby City Agreed Syllabus 2025-2030)

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religious and non-religious worldviews.
- Express ideas and insights about nature, significance and impact ofreligious and non-religious worldviews
- Gain and deploy skills needed to engage seriously with religious and non-religious worldviews.

EYFS	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
F5. Where do we belong? Christians, Hindus, Muslims	1.3 Who is Jewish and what do they believe? Jewish people believing	1.1 Who is a Christian and what do they believe (Part 1) Christians believing	L2.8 What does it mean to be a Hindu in Britain today? (Part 1) Hindus living	L2.3 Why is Jesus inspiring to some people? Christians believing	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) living	U2.1 Why do some people believe God exists? Christians, non-religious (Humanists) believing
F4. Which times are special and why? Christians, Hindus and Jewish people		1.1 Who is a Christian and what do they believe (Part 2) believing	L2.2 Why is the Bible so important for Christians today? Christians believing	L2.7 What does it mean to be a Christian in Britain today? (Part 1) Christians living	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?) Christians living	U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious responses believing

F6. What is special about our world? Christians, Muslims and Jewish people	1.2 Who is a Muslim and what do they believe? (Part 1) Muslims believing	1.6 How and why do we celebrate special and sacred times? (Part 1) Christians, Muslims and Jewish people expressing	L2.8 What does it mean to be a Hindu in Britain today? (Part 2) Hindus living	L2.7 What does it mean to be a Christian in Britain today? (Part 2) Christians living	U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish people. expressing	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (Humanists) expressing
F2. Which people are special and why? Christians, Muslims and Jewish people	1.2 Who is a Muslim and what do they believe? (Part 2) Muslims believing	1.6 How and why do we celebrate special and sacred times (Part 2) Christians, Muslims and Jewish people living	L2.5 Why are festivals important to religious communities? Easter Expressing	L2.5 Why are festivals so important to religious communities? Eid Christians and Hindus, Jewish people and Muslims expressing	U2.6 What does it mean to be a Muslim in Britain today?(Part 1) Muslims living	
F3. Which places are special and why? Christians and Muslims	1.7 What does it mean to belong to a faith community? Christians, Muslims and Jewish people living	1.4 What can we learn from sacred books? Christians, Muslims and Jewish people. believing	L2.1 What do different people believe about God? Hindus, Christians and Muslims believing	L2.9 What can we learn from religions about what is right and wrong? Christians, Jewish people, non-religious people (Humanist) living	U2.6 What does it mean to be a Muslim in Britain today? (Part 2) living	U2.8 What difference does it make to believe in Ashima, Grace and Ummah? Christians, Muslims and Hindus living
F1. What stories are special and why? Christians, Hindus and Muslims	1.5 What makes some places sacred? Christians, Muslims and Jewish people expressing	1.8 How should we care for others and the world, and why does it matter? Christians and Jewish people. living	L2.4 Why do people pray? Christians, Hindus and Muslims expressing	L2.6 Why do some people think life is like a journey and what significant experiences mark this? Christians, Hindus and Jewish people. expressing		

Religious Education key questions How do these progress?			
EYFS	Year 1/2	Year 3/4	Year 5/6
Discovering • Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth • Expressing – Religious and spiritual forms of expression; questions about identity and diversity • Living – Religious practises and ways of living; questions about values and commitments	Exploring • Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth • Expressing – Religious and spiritual forms of expression; questions about identity and diversity • Living – Religious practises and ways of living; questions about values and commitments	Connecting • Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth • Expressing – Religious and spiritual forms of expression; questions about identity and diversity • Living – Religious practises and ways of living; questions about values and commitments	Connecting • Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth • Expressing – Religious and spiritual forms of expression; questions about identity and diversity • Living – Religious practises and ways of living; questions about values and commitments

	Know about and understand about a range of religious world views.					
EYFS (Discovering)	KS1 (Exploring)		Lower KS2 (Connecting)		Upper KS2 (Connecting)	
EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
Talk about some religious stories. Recognise some religious words. Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Qur'an.	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.	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.	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and t	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the

Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. Talk about people who are special to them. Say what makes their families and friends special to them. Identify some of the qualities of a good friend. Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others. Recall stories about special people in other religions and talk about what we can learn from them. Talk about somewhere that is special to themselves, saying why. Be aware that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places. Recognise a place of worship.	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing scared writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities and differences.	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing scared writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities and differences.	rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand the 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. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing and meaning.	rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand the 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. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing and meaning.	rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand the 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. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing and meaning.	rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand the 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. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing and meaning.
	Express ideas and insights about the nature, significance and impact of religions and worldviews					
	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. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between	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. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between	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. 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	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. 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	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. 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	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. 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

Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas/ Easter and a festival from another faith. Say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith. Re-tell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Additional opportunity if you have children from religions other than Christianity in your setting. Recall simply what happens when a baby is welcomed into a religion other than Christianity. Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Re-tell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feelings.	different religions and worldviews.	different religions and worldviews.	being studied and in their own lives. 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.	being studied and in their own lives. 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.	being studied and in their own lives. 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.	being studied and in their own lives. 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.
	Gain and deploy the skills needed to engage seriously with religions and worldviews.					
	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.	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. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	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. 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. 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.	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. 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. 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.	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. 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. 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.	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. 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. 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.

Express ideas about how to look after animals and plants. Talk about what people do to mess up the world and what they do to look after it.						