

## Progression in RE (Lincolnshire Agreed Syllabus for RE)

*With thanks to Emily Mayer for her work on this document.*

### EYFS

Across the EYFS children should be taught to:

22-36:

Shows affection and concern for people who are special to them.

May form a special friendship with another child.

Can express their own feelings such as sad, happy, cross, scared, worried.

Has a sense of own immediate family and relations

30-50:

Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Beginning to understand 'why' and 'how' questions.

Questions why things happen and gives explanations. Asks e.g. who, what, when, how

Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

Shows interest in different occupations and ways of life.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60+

Listens and responds to ideas expressed by others in conversation or discussion

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Enjoys joining in with family customs and routines.

ELG

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World) Children know about similarities and differences in relation to places and objects.

**CoEL****Having their own ideas**

Thinking of ideas

Finding ways to solve problems

Finding new ways to do things

**Making links**

Making links and noticing patterns in their experience

Making predictions

Testing their ideas

Developing ideas of grouping, sequences, cause and effect

**Choosing ways to do things**

Planning, making decisions about how to approach a task,  
solve a problem and reach a goal

Checking how well their activities are going

Changing strategy as needed

Reviewing how well the approach worked

		Year 1/2	Year 3/4	Year 5/6
Believing	B1 Engaging with key beliefs/concepts through analysis of texts	<p><b>B1</b> Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).</p>	<p><b>B1</b> Be able to explain what it means for a text/story to 'have authority' for a group of believer</p>	<p><b>B1</b> Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.</p>
	B2 Making connections between key beliefs/concepts within and between belief traditions	<p><b>B2</b> Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).</p>	<p><b>B2</b> Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.</p>	<p><b>B2</b> Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories</p>

		Year 1/2	Year 3/4	Year 5/6
Living	L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief	<p><b>L1</b> Be able to identify that different people have different beliefs about the world around them.</p>	<p><b>L1</b> Be able to describe the difference between 'beliefs' and 'religion'.</p>	<p><b>L1</b> Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.</p>
	Showing understanding of connection between religious practice and content	<p><b>L2</b> Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p>	<p><b>L2</b> Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p>	<p><b>L2</b> Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p>

		Year 1/2	Year 3/4	Year 5/6
Living	L3 Showing understanding of the way in which beliefs impact on the individual	<p><b>L3</b> Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).</p>	<p><b>L3</b> Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p>	<p><b>L3</b> Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p>
	L4 Showing understanding of the way in which community can impact on religious practice	<p><b>L4a</b> Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p><b>L4b</b> Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p>	<p><b>L4a</b> Be able to explain at the importance of community within the religious/non-religious tradition studied.</p> <p><b>L4b</b> Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.</p>	<p><b>L4a</b> Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p><b>L4b</b> Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p>

		Year 1/2	Year 3/4	Year 5/6
Thinking	T1 Articulating how and whether things make sense	<b>T1</b> Be able to ask questions about the world around them.	<b>T1</b> Be able to identify ways in which different people think about the world differently.	<b>T1</b> Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.
	T2 Showing awareness of different approaches to understanding the world	<b>T2</b> Be able to make connections between using their senses and what they know about the world around them.	<b>T2</b> Be able to understand and begin to explain that there is a difference between believing and knowing.	<b>T2</b> Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.
	T3 Showing evidence of a process of reasoning	<b>T3</b> Use reasons to support personal opinions about religions/beliefs.	<b>T3</b> Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).	<b>T3</b> Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.