



Chelmondiston C of E Primary School  
**Big Ideas Progression in Religious Education**



**Subject Intent:** Our RE Curriculum demonstrates the commitment we have to providing a breadth of experience and learning around the most prominent world religions. Children learn from and about the key concepts underpinning religion and in so doing come to a deeper understanding of the world and their place within it. They learn about Christianity and the ethos that underpins our practices as a Church School. They develop also their knowledge, understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures both locally and globally. Through exploration and enquiry, children are encouraged to ask questions about the world and reflect on their own beliefs, values and experiences.

**Big Idea: Explore**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> <li>Remember something that happens in a faith story.</li> <li>Talk about things that happen to me.</li> <li>Talk about what is important or special to me.</li> </ul>	<ul style="list-style-type: none"> <li>Remember a faith story and who it is special to.</li> <li>Talk about things that happen to themselves, their friends or families.</li> </ul>	<ul style="list-style-type: none"> <li>Tell a faith story and say why it might be important to a believer.</li> <li>Talk about some things different religious people do that are similar.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious story.</li> <li>Describe some similar things religious people do e.g. pray, but that they do differently.</li> <li>Recognise some of the things which influence themselves e.g. families, friends and faith.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what believers might learn from a religious story about God or life.</li> <li>Describe some things religious people do as part of their faith that are the same and some that are different.</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the beliefs of different religious groups and show how they come from particular teachings and sources e.g. scriptures.</li> <li>Explain how believers have expressed their religious beliefs (ideas, feelings, etc.) in a range of styles and words, and suggest reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the beliefs (teachings, sources, etc.) of different religious groups and explain how they are connected to believers' lives.</li> <li>Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary.</li> </ul>

**Big Idea: Enquire**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and	<ul style="list-style-type: none"> <li>Talk about something</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things they can learn in</li> </ul>	<ul style="list-style-type: none"> <li>Say what some religious symbols</li> </ul>	<ul style="list-style-type: none"> <li>Ask good ('big') questions about</li> </ul>	<ul style="list-style-type: none"> <li>Compare some of the things that</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about groups</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the</li> </ul>

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National Curriculum	interesting in a story or in the world around me.	<p>stories, including religious stories.</p> <ul style="list-style-type: none"> <li>Recognise and talk about religious art, symbols and words.</li> </ul>	<p>stand for and what some religious art or music are about.</p> <ul style="list-style-type: none"> <li>Talk about some things in stories, including religious stories, that make people ask questions.</li> </ul>	<p>life and communicate some of the ideas for answers.</p> <ul style="list-style-type: none"> <li>Link things that are important to themselves with the way they think and behave.</li> </ul>	<p>influence them with those that influence other people, including religious believers.</p> <ul style="list-style-type: none"> <li>Ask important questions about life and compare ideas with those of other people, including religious believers.</li> <li>Link things that are important to themselves, and others, with the way people think and behaviour (what they are committed to).</li> </ul>	<p>people (choose to) belong to, and suggest answers which refer to people who have inspired and influenced themselves and others.</p> <ul style="list-style-type: none"> <li>Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.</li> <li>Ask questions about moral decisions they and others make as a result of their values and commitments, including some based on religious beliefs.</li> </ul>	<p>diversity of groups people belong to, and suggest answers which refer to people's heritage, background, choices or beliefs.</p> <ul style="list-style-type: none"> <li>Compare a range of ideas about the meaning and purpose of life, including their own and those from religious or non-religious world views.</li> <li>Suggest what might happen as a result of different moral decisions, including those made with reference to religious and non-religious beliefs/values.</li> </ul>
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**Big Idea: Respect**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> <li>Recognise something a person is doing because of their religion e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Use the right names for things that people might do in a religion.</li> </ul>	<ul style="list-style-type: none"> <li>Ask about what happens to others, including religious people, with respect for</li> </ul>	<ul style="list-style-type: none"> <li>Use religious words to describe some of the different ways people</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the different ways people show their beliefs using</li> </ul>	<ul style="list-style-type: none"> <li>Use the right religious words to describe practices and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Express religious beliefs (ideas, feelings, etc.) in a range of styles and words used</li> </ul>

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	<p>praying.</p> <ul style="list-style-type: none"><li>• Recognise an object, picture or word that is important to a religious person.</li></ul>	<ul style="list-style-type: none"><li>• Talk about what is important to themselves and to other people.</li></ul>	<p>their feelings.</p> <ul style="list-style-type: none"><li>• Talk about what is important to others, including religious believers with respect for their feelings.</li></ul>	<p>show their beliefs.</p>	<p>religious words, symbols or art.</p>	<p>which may be involved in belonging to different religious groups.</p>	<p>by believers and explain what they are trying to convey.</p>
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