



Lowerhouse Junior School

Progression Skills

Religious Education



Children Will:	Knowing about and understanding religions and worldviews		Expressing and communicating ideas related to religions and worldviews	
	Beliefs and Values	Living religious Traditions	Shared Human Experience	Search for Personal Meaning
Year 3 Who should we follow?	<ol style="list-style-type: none"> show awareness of similarities in religions identify beliefs and values contained within a story/teaching identify the impact religion has on a believer 	<ol style="list-style-type: none"> identify how religion is expressed in different ways use religious terms to describe how people might express their beliefs 	<ol style="list-style-type: none"> describe how some people, events and sources of wisdom have influenced and inspired others 	<ol style="list-style-type: none"> 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?'
Year 4 How should we live our lives?	<ol style="list-style-type: none"> describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority 	<ol style="list-style-type: none"> describe the impact religion has on believers' lives explain the deeper meaning and symbolism for specific religious practices 	<ol style="list-style-type: none"> consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives 	<ol style="list-style-type: none"> reflect on their own personal sources of wisdom and authority
Year 5 Where can people find guidance about how to live our lives?	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> explain (with appropriate examples) where people might seek wisdom and guidance consider the role of rules and guidance in uniting communities 	<ol style="list-style-type: none"> discuss and debate the sources of guidance available to them consider the value of differing sources of guidance
Year 6 In what way is life like a journey?	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 their own personal development