



RE Progression Map

Subject Intent

Religious education has a unique place within our curriculum offer at Beverley School. At the heart of our RE curriculum is the quest to understand what it is 'to be human'. Within a safe space we encourage students to engage in systematic enquiry into significant human questions which religion and worldviews address. We aim in doing this, to develop communication skills including reflection, dialogue and debate. By learning about, and from, religion we explore concepts of self and self-awareness, respect, tolerance and diversity, as well as exploring the beliefs and values of self and others. Through our Religious Education curriculum, we aim to:

- engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
 - provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain and more specifically the local area.
 - develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
 - enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Subject Implementation

Legal requirements for Religious Education: Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998) Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school. The syllabus reflects the fact that 'religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996) At Beverley School we ensure that we comply with the legal requirements by following the Middlesbrough Agreed Syllabus for Religious Education 2020-2025 as a basis with adaptations based upon the varying additional needs of our students. The delivery of Religious Education is generally organised in broadly 'ability based' groupings across all key stages, which allows work to be differentiated with access to staffing ratios that offer small group and individual 1:1 support when needed. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive activities and practical activities encourage the children to discuss their ideas and extend

their understanding of difficult concepts and challenging questions. Learning is delivered weekly as part of our project-based learning (PBL) lessons and follows a long-term cycle of thematic topics.

Subject Impact

Religious Education at Beverley School develops pupils'...

- knowledge and understanding of, and their ability to respond to Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

It also encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

As well as enhancing pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Subject Progression

Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for RE.

RE	
0 – 3	<ul style="list-style-type: none">• I can explore religious materials or artifacts with different properties. (Understanding the World)• I can notice differences between people (Understanding the World)• I can watch someone’s face as they talk• I can enjoy joining in with music and singing songs (communication and language)• I can copy gestures and words (communication and language)• I can begin to express a range of emotions using actions, gestures or words• I can listen to simple stories and understand what is happening with the help of pictures.• I can understand simple questions about who, what and where.• I can begin to develop friendships with other children.• I can begin to establish a sense of self
3 – 4	<ul style="list-style-type: none">• I can explore religious materials or artifacts with differing or similar qualities.• I can begin to understand the need to care for the natural environment and all living things.• I can continue to develop positive attitudes about the differences between people.• I can begin to understand how others might be feeling.• I can listen to longer stories and remember much of what happened.• I can understand why questions.• I can use longer sentences (4-6 words)• I can express a point of view.• I can debate when I disagree with an adult or a friend, using words or actions.
Reception	<ul style="list-style-type: none">• I can talk about members of my immediate family and my community• I can understand that some places are special to my community

	<ul style="list-style-type: none"> • I can recognize that people have different beliefs and celebrate special times in different ways. • I can compare/contrasts characters from stories, including figures from the past. • I can build constructive and respectful relationships • I can think about the perspective of others • I can understand how to listen carefully, and why listening is important. • I can learn new vocabulary and use it throughout the day • I can articulate my ideas and thoughts into well-formed sentences. • I can describe events in some detail. • I can engage in story times. • I can listen to and talk about story to build familiarity and understanding. • I can retell a story, once I have developed a deep familiarity of the text, using some repetition and my own words.
ELG	<ul style="list-style-type: none"> • I can understand the past through characters, settings and events encountered in stories. • I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. • I can explain the reasons for rules, understand right and wrong and try to behave accordingly • I can show sensitivity to my own and other’s needs. • I can anticipate, where appropriate, key events in stories. • I can demonstrate understanding of what has been read to me, when in small groups, class and 1 to 1 discussion, by retelling the story in narratives using my own words and recently introduced religious vocabulary. • I can listen attentively to religious stories and respond to what I hear by asking relevant questions, comments and actions • I can express my ideas and feelings about my experiences, including past, present and future tenses.

The following curriculum progression map comprehensively shows the progression of RE skills and concepts from Pre Milestone-1 – Milestone 4. For students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes. Accreditation routes are in parentheses e.g. (Entry Level 1 – Entry Level 2).

Beliefs and teachings	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)		Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)
	This concept involves understanding the key teachings of various religions.	<ul style="list-style-type: none"> I can listen to a range of religious stories. I can take part in a group activity. 	<ul style="list-style-type: none"> I can talk about celebrations of special occasions in my own life. I can recognize some religious symbols. I can recognize what is right and wrong and understand the consequences of my actions. 		<ul style="list-style-type: none"> I can communicate simple facts about religion. I can respond to and recall religious stories. I can recognize between a right and wrong choice.
		Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)
		<ul style="list-style-type: none"> I can describe some of the teachings of a religion. I can describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> I can present the key teachings and beliefs of a religion. I can refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> I can explain how some teachings and beliefs are shared between religions. I can explain how religious beliefs shape the 	<ul style="list-style-type: none"> I can describe, explain and analyze beliefs.

				lives of individuals and communities.	
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Practices and lifestyles	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)	
	This concept involves understanding the day to day lives and practices of various religions	<ul style="list-style-type: none"> I can join in with different religious activities. I can show curiosity and respond to a range of religious activities. 	<ul style="list-style-type: none"> I can listen to and respond to familiar religious stories, poems and music. I can learn about key members a local religious group. I can find out about religion through stories, music and drama. 	<ul style="list-style-type: none"> I can show respect for others and their feelings. 	
		Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)
		<ul style="list-style-type: none"> I can recognize, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> I can identify religious artefacts and explain how and why they are used. I can describe religious buildings and explain how they are used. I can explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> I can explain the practices and lifestyles involved in belonging to a faith community. I can compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. I can show an understanding of the 	<ul style="list-style-type: none"> I can describe, explain and analyse religious practices.

				role of a spiritual leader.	
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How beliefs are conveyed	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)	
	This concept involves understanding how books, scriptures, reading and other important means of communication are used to convey beliefs.	<ul style="list-style-type: none"> I can express feelings using words, gestures, signs or symbols I can share enjoyment of special occasions. 	<ul style="list-style-type: none"> I can respond to others in a group situation. I can answer simple questions about religion. 	<ul style="list-style-type: none"> I can understand the significance of religious artefacts. I can identify some religious objects and places. 	
		Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)
		<ul style="list-style-type: none"> I can name some religious symbols. I can explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> I can identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> I can explain some of the different ways that individuals show their beliefs. 	<ul style="list-style-type: none"> I can appreciate the significance and impact of different beliefs and ways of expressing meaning.

Reflect	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)		
	This concept involves an appreciation of how religion plays an important role in the lives of some people.	<ul style="list-style-type: none"> I can respond to a range of religious stories. I can respond to a simple question about a religious event/experience. 	<ul style="list-style-type: none"> I can recognize how I can show care and concern. I can evaluate my own work. 	<ul style="list-style-type: none"> I can reflect on various emotions. I can recognize what is important in my own life. 		
		Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)	
		<ul style="list-style-type: none"> I can identify the things that are important in their own lives and compare these to religious beliefs. I can relate emotions to some of the experiences of religious figures studied. I can ask questions about puzzling aspects of life 	<ul style="list-style-type: none"> I can show an understanding that personal experiences and feelings influence attitudes and actions. I can give some reasons why religious figures may have acted as they did. I can ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> I can recognise and express feelings about their own identities and relate these to religious beliefs or teachings. I can explain their own ideas about the answers to ultimate questions. I can explain why their own answers to ultimate questions may differ from those of others. 	<ul style="list-style-type: none"> I can recognise diversity exists among communities and individuals. I can investigate and respond to questions posed regarding the 6 major world religions. 	

Values	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)	
	This concept involves an appreciation of how many people place values as an important aspect of their lives.	<ul style="list-style-type: none"> I can respond by copying others actions. I can explore and respond to a range of religious activities. 	<ul style="list-style-type: none"> I can learn about key figures in my own life. I can recognize a place that is important for religious people. 	<ul style="list-style-type: none"> I can understand the significance of religious places. I can recognize some religious objects and places. 	
		Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)
		<ul style="list-style-type: none"> I can identify how they have to make their own choices in life. I can explain how actions affect others. I can show an understanding of the term ‘morals’. 	<ul style="list-style-type: none"> I can explain how beliefs about right and wrong affect people’s behaviour. I can describe how some of the values held by communities or individuals affect behaviour and actions. I can discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> I can explain why different religious communities or individuals may have a different view of what is right and wrong. I can show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). I can express my own values and remain 	<ul style="list-style-type: none"> I can explain how and why individuals and communities express the meanings of their beliefs and values in many different forms. I can explain and interpret ways that the history and culture of religions and world views influence individuals and communities.

				respectful of those with different values.	
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This Progression Map complements the Curriculum Map, which covers subject content over time.
These are planned in Key Stages and can be found on TEAMS.

