



## Appleton Wiske Community Primary School RE Progression



| Year   | Knowledge  | Skills  | Key Vocabulary   |
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| Year 1 | <ul style="list-style-type: none"><li>- Recall and name simple religious beliefs, festivals, worship, and rituals (e.g., Christmas, Easter, Diwali)</li><li>- Recognise basic religious symbols and some community actions</li></ul>                       | <ul style="list-style-type: none"><li>- Ask and respond to simple questions about community practices and their meanings</li><li>- Retell simple religious stories and suggest meanings</li><li>- Express ideas about belonging</li></ul> | Festival, worship, ritual, symbol, community, belong, story        |
| Year 2 | <ul style="list-style-type: none"><li>- Describe features of studied religions and worldviews, including celebrations and rituals marking life events (e.g., baptism, harvest)</li><li>- Recognise links between stories and community practices</li></ul> | <ul style="list-style-type: none"><li>- Observe and recount ways people express identity and belonging</li><li>- Notice some similarities between religions</li><li>- Begin to express own ideas about right and wrong</li></ul>          | Celebration, ritual, baptism, identity, belonging, right, wrong    |
| Year 3 | <ul style="list-style-type: none"><li>- Make connections between stories, symbols, and practices in religions studied (e.g., Judaism, Christianity)</li><li>- Understand the significance of worship and pilgrimage</li></ul>                              | <ul style="list-style-type: none"><li>- Explain meanings and significance of religious practices to individuals and communities</li><li>- Discuss what belonging to a community means</li></ul>   | Pilgrimage, worship, tradition, significance, community, belief    |
| Year 4 | <ul style="list-style-type: none"><li>- Explore and describe a wider range of beliefs, symbols and rituals across different religions and worldviews</li><li>- Reflect thoughtfully on stories and teachings</li></ul>                                     | <ul style="list-style-type: none"><li>- Discuss and present views on questions of belonging, meaning and truth with reasoning</li><li>- Respond thoughtfully to similarities and differences between religions</li></ul>                  | Faith, teaching, meaning, truth, reflection, diversity, respect    |
| Year 5 | <ul style="list-style-type: none"><li>- Describe and make thoughtful connections between complex features of religions, such as salvation history or cyclical worldviews</li><li>- Understand ethical teachings and community values</li></ul>             | <ul style="list-style-type: none"><li>- Analyse challenges of commitment to faith communities and explain why belonging is valuable</li><li>- Apply ideas about community, values and respect in discussions</li></ul>                    | Salvation, cyclical, ethics, commitment, values, fairness, justice |

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| Year 6 | <ul style="list-style-type: none"> <li>- Understand and explain diverse religious beliefs and worldviews in depth, including moral stories and sacred writings</li> <li>- Reflect on ethical questions about right, wrong, justice and fairness</li> </ul> | <ul style="list-style-type: none"> <li>- Discuss and apply own and others' views on challenging questions about meaning, purpose and truth, expressing ideas through reasoning, art or poetry</li> <li>- Consider how diverse communities can live together</li> </ul> | Sacred, wisdom, morality, justice, fairness, purpose, coexistence |
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This progression framework supports Appleton Wiske Community Primary School's vision by providing a deep, rich, and challenging RE curriculum that builds knowledge and skills incrementally from Year 1 to Year 6. It aligns with the school's values by promoting respect, tolerance, and understanding of diversity, preparing pupils for life beyond primary education. The framework also supports improvement priorities by ensuring high-quality teaching and learning through clear progression steps that enable all pupils, including disadvantaged and SEND, to make good progress in RE.