



SOUTH WOOTTON INFANT SCHOOL

RE Progression (Based on Norfolk Agreed Syllabus 2019)

	EYFS	YEAR 1	YEAR 2
Theology – Thinking through Believing	<ul style="list-style-type: none"> • Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as ‘God’. • Recreate religious and belief stories through small world play. • Talk about sacred texts 	<ul style="list-style-type: none"> • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. • Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. • Give an example of how _____ use beliefs to guide their daily lives 	<ul style="list-style-type: none"> • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. • Recognise different types of writing from within one text. • Recognise that some beliefs connect together and begin to talk about these connections. • Give different examples of how _____ beliefs influence daily life
Philosophy – Thinking through Thinking	<ul style="list-style-type: none"> • Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief. 	<ul style="list-style-type: none"> • Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. • Give a simple reason using the word ‘because’ when talking about religion and belief • Using religious and belief stories to talk about how beliefs impact on how people behave 	<ul style="list-style-type: none"> • Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them • Talk about what people mean when they say they ‘know’ something. • Give a reason to say why someone might hold a particular belief using the word ‘because’ • Using religious and belief stories, make connections between peoples’ beliefs about right and wrong and their actions.
Human and Social Sciences – Thinking through Living	<ul style="list-style-type: none"> • Identify simple features of religious life and practice in a 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and that some 	<ul style="list-style-type: none"> • Recognise the names of different religions, religious

	<p>family context.</p> <ul style="list-style-type: none"> • Recognise a number of religious words. • Know where some religious worldviews originated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief. 	<p>people follow religions and others nonreligious worldviews</p> <ul style="list-style-type: none"> • Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. 	<p>beliefs and worldviews and use them correctly.</p> <ul style="list-style-type: none"> • Identify evidence of religion and belief especially in the local area. • Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.
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