



Mareham Le Fen Church of England Primary School RE Progression

Strand A: Belonging, Identity & Community	
Reception	<ul style="list-style-type: none"> • What it means and how it feels to belong to different groups. • What some people and groups are special. • How people come together to celebrate special events, e.g. birth. • How schools celebrate special events.
Year 1 & 2 Cycle A	<ul style="list-style-type: none"> • How stories of all kinds give communities a shared identity. • The ways in which festivals and celebrations bring people together through a sense of belonging. • How religions and worldviews connect people, e.g. to families, local and national communities, globally. • How sacred scriptures are used in worship and ceremonies to bring communities together. • How worldviews connect with each other.
Year 1 & 2 Cycle B	<ul style="list-style-type: none"> • How stories of all kinds give communities a shared identity. • The ways in which festivals and celebrations bring people together through a sense of belonging.
Year 3 & 4 Cycle A	<ul style="list-style-type: none"> • Why pilgrimage has special meaning for communities. • How going on a pilgrimage can strengthen a person's religious identity. • What it means to a person to be part of local RW communities. • How there is diversity within the same RW community. • What RWs contribute to the wider community. • How communities are represented in school and in the neighbourhood.
Year 3 & 4 Cycle B	<ul style="list-style-type: none"> • How different ceremonies marking important steps in life bring communities together, symbolising a sense of belonging and identity. • How clothing and symbols contribute to a sense of identity. • How promises made are strengthened by the presence of the community.
Year 5 & 6 Cycle A	<ul style="list-style-type: none"> • How worship brings communities together and makes individuals feel that they belong. • How religious or spiritual experiences can be shared by a community. • How people within Abrahamic and Dharmic traditions express worship. • How people care for those in their own communities and for others.
Year 5 & 6 Cycle B	<ul style="list-style-type: none"> • How beliefs are linked to a sense of identity. • How communities come together to care for the planet, work for peace.



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Strand B: Beliefs, Influences and Values

Reception	<ul style="list-style-type: none"> • Why Christmas and Easter are special for Christians. • Why Diwali and Holi are special for Hindus. • Why people might not belong to a religion.
Year 1 & 2 Cycle A	<ul style="list-style-type: none"> • How stories form part of religious and non-religious beliefs and help people understand the world. • What stories from the Bible teach people about God and the way they should lead their lives. • What people in different RWs believe about revelation and sacred scriptures.
Year 1 & 2 Cycle B	<ul style="list-style-type: none"> • Why Easter is so important to Christians. • Why Passover is so important to Jews. • How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation. • What people from Abrahamic and Dharmic traditions hold as key beliefs. • What humanists believe. • What shared beliefs exist within and between worldviews.
Year 3 & 4 Cycle A	<ul style="list-style-type: none"> • How pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam. • What values hold communities together. • How people may belong to more than one RW community.
Year 3 & 4 Cycle B	<ul style="list-style-type: none"> • How promises made in commitment ceremonies strengthen belief. • How ceremonies reflect key beliefs about the purpose of life and death. • How promises are connected to beliefs about death.
Year 5 & 6 Cycle A	<ul style="list-style-type: none"> • How worship reflects key beliefs. • The ways in which beliefs and actions (in worship) are linked. • How religious or spiritual experiences may strengthen a person's belief. • How people decide about right and wrong.
Year 5 & 6 Cycle B	<ul style="list-style-type: none"> • How values are reflected in the lives of inspirational people. • What people believe about good and evil and how this may or may not be linked to religion. • What religious and philosophical thinkers say about the existence of God. • How people believe they should treat each other and the world around them. • How key thinkers and activists have influenced the peace narrative.

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Strand C: Expression, Experience and the Sacred

Reception	<ul style="list-style-type: none"> • How people celebrate festivals. • How stories are expressed through festivals. • Why places of worship matter to people. • What makes some places, and the things inside them, sacred or holy. • How being inside special and sacred places makes people feel.
Year 1 & 2 Cycle A	<ul style="list-style-type: none"> • How some stories are considered to be special and/or sacred. • How people show respect for sacred scriptures. • Why some texts are considered to be sacred . • How sacred texts are used in personal and communal worship and other ceremonies.
Year 1 & 2 Cycle B	<ul style="list-style-type: none"> • How stories inform what happens during festivals, e.g. lighting candles at Hanukkah. • How stories are used as part of observance of festivals, e.g. telling the story of the Exodus at Passover.
Year 3 & 4 Cycle A	<ul style="list-style-type: none"> • What people experience during pilgrimages and how this might be life changing. • What religious and non-religious pilgrimages have in common. • What actions and rituals take place during pilgrimages.
Year 3 & 4 Cycle B	<ul style="list-style-type: none"> • How communities in Lincolnshire express their faith in everyday life and at special times. • What rituals and symbolism characterise ceremonies. • How the sacred is a key component of religious ceremonies, e.g. promises made to God.
Year 5 & 6 Cycle A	<ul style="list-style-type: none"> • How people express their faith through prayer and worship, both as members of communities, families and individuals. • How music, art and literature might enhance worship. • Why experiencing the sacred and holy matters in worship and ceremonies. • Which symbols, objects and artefacts aid worship. • The ways in which sensory and emotional responses form part of worship and religious experience. • How people express 'big questions' in everyday life.
Year 5 & 6 Cycle B	<ul style="list-style-type: none"> • How people express care for others, based on teaching within RWs. • The ways in which people encounter the sacred or 'unexplained' through religious and spiritual experiences. • How inspiration may have a religious or non-religious source. • How people express their beliefs in the way they behave and through the values they hold, e.g. about the environment.



Strand D: Truth, Interpretation and Meaning

Reception	<ul style="list-style-type: none"> • Why stories are important to Christians and Hindus. • What meaning is given to these stories. • How symbols and artefacts in places of worship have special meaning for believers.
Year 1 & 2 Cycle A	<ul style="list-style-type: none"> • How stories can mean different things to different people. • How different stories may contain 'truth' and what this means to different people. • Why people have different views about how the world began. • Why the concept of revelation is central to understanding some sacred scriptures.
Year 1 & 2 Cycle B	<ul style="list-style-type: none"> • How different stories may contain 'truth' and what this means to different people.
Year 3 & 4 Cycle A	<ul style="list-style-type: none"> • Why the experience of pilgrimage may have a different meaning for people. • How communities in an area change over time. • Why belonging to a community matters to people.
Year 3 & 4 Cycle B	<ul style="list-style-type: none"> • How people interpret the meaning of life and death. • How commitment ceremonies may have different meanings for different people.
Year 5 & 6 Cycle A	<ul style="list-style-type: none"> • What people from different Abrahamic and Dharmic traditions mean by worship, prayer and meditation. • Why some sources of truth are trusted more than others. • How influence and authority may be interpreted in different ways. • Why people do not always agree on what makes a person inspirational. • How beliefs about the existence of God are open to interpretation and may change over time.
Year 5 & 6 Cycle B	<ul style="list-style-type: none"> • How beliefs and ideas can be demonstrated and understood in different ways, including through experiences. • How religious/spiritual experiences such as miracles can be interpreted in different ways. • How non-religious people might interpret religious experiences. • How people decide what is good or bad, right or wrong. • How 'peace' can be interpreted in different ways.