

Radcliffe Hall CE/ Methodist Primary School
RE Curriculum Progression

	EYFS	Key Stage One		Key Stage Two			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Element 1: Making sense of beliefs	Pupils... <ul style="list-style-type: none"> begin to know about their own cultures and beliefs and those of other people have a developing awareness of their own needs, views and feelings and can be sensitive to those of others use talk to organise, sequence and clarify thinking, ideas, feelings and events 	Pupils can... <ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 		Pupils can... <ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/ sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 		Pupils can... <ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	

<p>Element 2: Understanding the impact</p>	<p>Pupils can...</p> <ul style="list-style-type: none"> • explore, observe and find out about places and objects that matter in different cultures and beliefs • think and talk about issues of right and wrong and why these questions matter • talk about how they and others show feelings 	<p>Pupils can...</p> <ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice 	<p>Pupils can...</p> <ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice 	<p>Pupils can...</p> <ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
<p>Element 3: Making connections</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • begin to develop their own narratives in relation to stories they hear from 	<p>Pupils can...</p> <ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make 	<p>Pupils can...</p> <ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about 	<p>Pupils can...</p> <ul style="list-style-type: none"> • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the

	<p>different communities</p> <ul style="list-style-type: none">• talk about similarities and differences between themselves and others, among families, communities and traditions		<p>how far the beliefs and practices studied might make a difference to how pupils think and live</p> <ul style="list-style-type: none">• give good reasons for the views they have and the connections they make	<p>beliefs/ practices studied, including their own responses, recognising that others may think differently</p> <ul style="list-style-type: none">• consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
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