

RE Progression Document

Year group focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children will encounter Christianity and other faiths, as part of their growing sense of self, their community and their place within it	Christianity, Judaism,	Christianity, Islam.	Christianity, Judaism, Islam,	Christianity, Hinduism.	Christianity, Judaism, Islam	Christianity, Hinduism.
	At the end of EYFS pupils can...	At the end of Key Stage, 1 pupil can...		At the end of the lower Key stage, 2 pupils can...		At the end of the upper key stage, 2 pupils can...	
Making sense of belief	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • Children can identify core beliefs and concepts studied and give a simple description of what they mean. • Children can give examples of how stories show what people believe (e.g. the meaning behind a festival). • Children can give clear, simple accounts of what stories and other texts mean to believers. <p>Understanding Christianity outcomes:</p> <ul style="list-style-type: none"> • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept, for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians. 		<ul style="list-style-type: none"> • Children can identify and describe the core beliefs and concepts studied. • Children can make clear links between texts/sources of authority and the core concepts studied • Children offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers <p>Understanding Christianity outcomes:</p> <ul style="list-style-type: none"> • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of the biblical text; for example, Gospel, parable, and letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. 		<ul style="list-style-type: none"> • Children can identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religion. • Children can describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • Children can give meanings to texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority <p>Understanding Christianity outcomes:</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. 	

Understanding the impact	<ul style="list-style-type: none"> Children can give examples of how people use stories, texts and teachings to guide their beliefs and actions. Children can give examples of ways in which believers put their beliefs into practice. <p><u>Understanding Christianity outcomes:</u></p> <ul style="list-style-type: none"> Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship. 	<ul style="list-style-type: none"> Children make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Children can describe how people show their beliefs in how they worship and in the way they live. Children can identify some differences in how people put their beliefs into practice. <p><u>Understanding Christianity outcomes:</u></p> <ul style="list-style-type: none"> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and their church communities. Describe how Christians show their beliefs in worship and in the way they live. 	<ul style="list-style-type: none"> Children make clear connections between what people believe and how they live, individually and in communities. Children can use evidence and examples to show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures <p><u>Understanding Christianity outcomes:</u></p> <ul style="list-style-type: none"> Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, in their church communities, and in the wider world. Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
Making connections	<ul style="list-style-type: none"> Children think, talk and ask questions about whether the ideas they have been studying, have something to say to them. Children can give a good reason for the views they have and the connections they make. <p><u>Understanding Christianity outcomes:</u></p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> Children make links between some of the beliefs and practices studied and lived in the world today, expressing some ideas of their own clearly Children can raise important questions and suggest answers about how far the beliefs and practices studied might make a difference in how pupils think and live. Children can give good reasons for the views they have and the connections they make. <p><u>Understanding Christianity outcomes:</u></p> <ul style="list-style-type: none"> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference in how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> Children can make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g., believers and atheists). Children can reflect on, and articulate lessons people might gain from the beliefs/ practices studied, including their responses, recognising that others may think differently. Children can 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 <p><u>Understanding Christianity outcomes:</u></p> <ul style="list-style-type: none"> Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.