



Bow Community Primary School



Religious Education progression

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|---|--|--|--|---|---|---|
| Making Sense of Beliefs | <p>Talk about things they find interesting, puzzling or wonderful and about their own experiences and feelings about the world.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Talk about ideas of new life in nature</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> | <p>Recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>Recognise and name features of religions and beliefs</p> | <p>Identify the core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> | <p>Retell stories linked to festivals and say why they are important to believers.</p> <p>Recall and name some of the ways religions mark milestones of commitment.</p> <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God.</p> <p>Recall and names some stories from sacred texts that inspire.</p> <p>Describe what some believers say or do as they pray.</p> | <p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of authority and the key concepts studied.</p> <p>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p> <p>Gather, select, and organise ideas about religion and belief</p> <p>Suggest answers to some questions raised by the study of religions and beliefs</p> | <p>Gather, select, and organise ideas about religion and belief</p> <p>Suggest answers to some questions raised by the study of religions and beliefs</p> <p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary</p> | <p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority.</p> |
| Making Connections | | <p>Identify at least three objects used in worship in two religions.</p> <p>Recognise that some people believe God created the world so we should look after it.</p> <p>Talk about how religions teach people that they are valuable, giving simple examples.</p> <p>Show an awareness that some people belong to different religions.</p> | <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make.</p> <p>Ask questions about their own and others' feelings and experiences</p> <p>Identify possible meanings for symbols and other forms of religious expression</p> | <p>Make links between beliefs, stories and practices</p> <p>Investigate and connect features of religions and beliefs</p> <p>Ask significant questions about religions and beliefs</p> <p>Describe and suggest meanings for symbols and other forms of religious expression</p> | <p>Comment on connections between questions, beliefs, values and practices.</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> | <p>Comment on connections between questions, beliefs, values and practices</p> <p>Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.</p> <p>Describe similarities and differences within and between religions and beliefs</p> | <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied relate to their own experiences and</p> |

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| | | | | | Give good reasons for the views they have and the connections they make. | | experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make |
| Understanding the Impact | | | <p>Recognise that some questions about life are difficult to answer</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into action.</p> | <p>Identify the impacts of beliefs and practices on people's lives</p> <p>Identify similarities and differences between religions and beliefs</p> | <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in the way, they live.</p> <p>Identify some differences in how people put their beliefs into action</p> | <p>Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities</p> | <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</p> |