RE

Progression and Skills Document

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Making sense of beliefs** | **Understanding the impact** | **Making connections** |
|  | Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation. | Examining how and why people put their beliefs into practice in diverse ways within their everyday lives, within their communities and in the wider world. | Evaluating, reflecting and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied and the ideas studied to challenge the pupils thinking; discerning possible connections between these and pupils’ own lives and ways of understanding the world. |
| R |  |  |  |
| KS1 | * 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.
 | * 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.
 | * 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.
 |
| LKS2 | * Identify and describe the core beliefs and concepts studied.
* Make clear links between texts/sources of authority and the key concepts studied.
* Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.
 | * 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.
 | * Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
* Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.
* Give a good reason for the views they have and the connections they make.
 |
| UKS2 | * Identify and explain the core beliefs and concepts studied, using examples from 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 ways in which believers interpret texts/sources of authority.
 | * 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.
 | * 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 beliefs/practices studied, including their own responses, recognising that others may think differently.
* Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing.
 |