



RE Progression Guide

Developing Together for Tomorrow's World

Element 1 – Making sense of beliefs

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.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>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.</p> <ul style="list-style-type: none"> • Talk about their own previous experiences of celebrations with family or friends. • Share information about different celebrations. • Identify similarities and differences between different religions and cultural communities in this country. 	<p>Identify some 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;</p> <ul style="list-style-type: none"> • To identify different religions e.g. Christianity, Sikhism and Islam. • To identify different beliefs and explain how these link to specific religions that have been studied. • To discuss different religious concepts. • To identify key stories from each religion. • To identify the meaning behind these stories, e.g. parables. 	<p>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.</p> <ul style="list-style-type: none"> • To identify different religions e.g. Christianity, Sikhism, Islam, Hinduism, Judaism and non-religious views. • To identify different beliefs and explain the differences between different religions. • To discuss different religious concepts, understanding how different traditions are shown. • To learn stories from each religion, reciting the main key points. • To identify the meaning behind these stories and how they influence the believers of the religion. • To suggest what the different religious stories mean to believers and how they impact their lives. 	<p>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> <p>To identify different religions e.g. Christianity, Sikhism, Islam, Hinduism, Judaism and non-religious views.</p> <p>To explain similarities and differences between different religions.</p> <p>To discuss different religious concepts in depth, developing interpretation of different religious traditions.</p> <ul style="list-style-type: none"> • To learn stories from each religion, showing an understanding of the main key points. • To give examples of how religious texts are used to understand core beliefs and concepts. • To compare the ideas from different religious texts and the ways in which they are interpreted.

Element 2 – Understanding the impact

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

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>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.</p> <ul style="list-style-type: none"> • Talk about their own previous experiences of celebrations with family or friends. • Share information about different celebrations. 	<p>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> <ul style="list-style-type: none"> • To begin to understand the beliefs of different religions. • To begin to identify a range of religious stories, texts and teachings from different religions. 	<p>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> <ul style="list-style-type: none"> • To understand how different religions worship. • Explain the beliefs of different religions • To understand how people, show their beliefs in the way in which they worship and the way that they live. 	<p>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> <ul style="list-style-type: none"> • To identify and explain what people believe within each religion. • To understand how people put their beliefs into practice.

<ul style="list-style-type: none"> Identify similarities and differences between different religions and cultural communities in this country. 	<ul style="list-style-type: none"> To begin to understand how these stories guide their beliefs and actions. Begin to refer back to the religious stories to explain their rationale for belief and action. To begin to give some examples of how these beliefs are put into practice. Begin to compare, finding similarities and differences between different religious practices. 	<ul style="list-style-type: none"> To identify how people put their beliefs into practice and how this varies between different religions. To make comparisons between different religious practice. Gain a developing understanding of an increasing number of religious beliefs within the community. To identify and name a range of religious stories, teachings and concepts. To identify how these stories, teachings and concepts have an impact on the lives of people individually and in their community. Refer back to the religious stories to explain their rationale for belief and action. 	<ul style="list-style-type: none"> To explain how the community share their beliefs, where and how this is done. To understand how different denominations, communities and cultures put their beliefs in practice in different ways and how these differ. Make comparisons to different beliefs within the community and identify how they are combined within Sandwell. To understand and explain the impact that beliefs have on people's lives, individually and within their community. To make links from religious beliefs to religious stories and be able to explain these. Explain how religious stories support different beliefs and guide their practice and refer to specific stories to support their explanations.
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Element 3 - Making connections

Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>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.</p> <ul style="list-style-type: none"> Talk about their own previous experiences of celebrations with family or friends. Share information about different celebrations. Identify similarities and differences between different religions and cultural communities in this country. 	<p>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> <ul style="list-style-type: none"> To begin to talk about different ideas that they have related to what they have studied. To begin to ask and answer questions to give some clarity to what they have learnt. To ask questions to extend their understanding of a religion. To begin to voice their reasons for the views that they have, related to what they have learnt. To begin to make connections between different ideas, giving reasons for their views. Make connections and comparisons to what they previously believed and what they have learnt. 	<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. Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make.</p> <ul style="list-style-type: none"> To ask questions about different beliefs that they have studied. To understand that different people's beliefs have an impact on how pupils think and live. To compare and contrast different beliefs and practices, and how these have an impact of their own, others and the community. 	<p>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 insights of their own and giving good reasons for the views they have and the connections they make.</p> <ul style="list-style-type: none"> To consider and explain how the beliefs and practice studied are similar or contrast to their own experiences and the experiences of people in the world today. Explain why people's views may differ and give reasons for this, relating their explanations to reading and the learning of religious stories and beliefs.

		<ul style="list-style-type: none"> • To give good reasons for the views that they have, reflecting on their own beliefs and what they have learnt. • Begin to make connections to religions around the world. 	<ul style="list-style-type: none"> • To evaluate the importance of belief to different groups of people (e.g. believers and atheists). • To understand the lessons learnt surrounding beliefs and practices, reflecting on what they now know. • Make connections to religious stories, religions in the community and their own beliefs. • To reflect on their own beliefs and recognise that they may think differently from others' around them, including their peers. • Identify how religions can live respectfully within the Sandwell district.
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Progression of RE skills taken from the Sandwell agreed syllabus for Religious Education 2018-2023