



Progression in RE

THINKING					
		Foundation	Year 1/2	Year 3/4	Year 5/6
THINKING	T1) Articulating how and whether things make sense	<p>Understanding of the World (UW) People and Communities - 30-50 Comments and asks questions about aspects of their familiar world such as the place they live or the natural world.</p>	<p>T1 Be able to ask questions about the world around them.</p>	<p>T1 Be able to identify ways in which different people think about the world differently.</p>	<p>T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p>
	T2) Showing awareness of different approaches to understanding the world	<p>UW 30-50 Remembers and talks about significant events in their own lives. Recognises and describes special events for families and friends UW 40-60 Enjoys joining in with familiar customs and routines.</p>	<p>T2 Be able to make connections between using their senses and what they know about the world around them.</p>	<p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p>	<p>T2 Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.</p>
	T3) Showing evidence of a process of reasoning	<p>UW ELG They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and among families, communities and traditions.</p>	<p>T3 Use reasons to support personal opinions about religions/beliefs.</p>	<p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).</p>	<p>T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>



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LIVING					
		Foundation	Year 1/2	Year 3/4	Year 5/6
LIVING	L1) Showing understanding of core concepts relating to the human/social scientific study of religion and belief	<p>Personal, Social and Emotional Development (PSED) Making Relationships - ELG Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>L1 Be able to identify that different people have different beliefs about the world around them.</p>	<p>L1 Be able to describe the difference between 'beliefs' and 'religion'.</p>	<p>L1 Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.</p>
	L2) Showing understanding of connection between religious practice and content	<p>UW - ELG They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and among families, communities and traditions.</p>	<p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p>	<p>L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p>	<p>L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p>



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		Foundation	Year 1/2	Year 3/4	Year 5/6
LIVING	L3) Showing understanding of the way in which beliefs impact on the individual	<p>PSED - Managing Feelings and Behaviour - ELG</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>	<p>L3</p> <p>Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).</p>	<p>L3</p> <p>Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p>	<p>L3</p> <p>Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p>
	L4) Showing understanding of the way in which community can impact on religious practice	<p>UW - People and Communities</p> <p>They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and among families, communities and traditions.</p>	<p>L4a</p> <p>Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p>L4b</p> <p>Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p>	<p>L4a</p> <p>Be able to explain at the importance of community within the religious/non-religious tradition studied.</p> <p>L4b</p> <p>Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.</p>	<p>L4a</p> <p>Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>L4b</p> <p>Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p>