

## Allendale Primary School RE Skills Progression

### EYFS: Skills taken from EYFS Early Learning Goals.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- 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

Talk about members of their immediate family and community.

- Name and describe people who are familiar to them
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Talk about the lives of the people around them and their roles in society.

### KS 1&2

Key Area	Year group	Skills
Making Sense of Belief		
	Year 1	<ul style="list-style-type: none"> <li>• Can they begin to identify core beliefs and concepts studied and give a simple description of what they mean?</li> <li>• With some support, can they give examples of how stories show what people believe (e.g. the meaning behind a festival)?</li> <li>• Can they begin to give simple accounts of what stories and other texts mean to believers?</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Can they identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>• Can they give examples of how stories show what people believe (e.g. the meaning behind a festival)?</li> <li>• Can they give clear, simple accounts of what stories and other texts mean to believers?</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Can they identify and describe some of the core beliefs and concepts studied?</li> <li>• Can they begin to make some links between texts/sources of authority and the core concepts studied?</li> <li>• Can they begin to offer some informed suggestions about what texts/sources of authority can mean and give some examples of what these sources mean to believers?</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Can they identify and describe the core beliefs and concepts studied?</li> <li>Can the make clear links between texts/sources of authority and the core concepts studied?</li> </ul>

		Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers?
	Year 5	<ul style="list-style-type: none"> <li>• Can they identify and explain some of the core beliefs and concepts studied, using some examples from texts/sources of authority in religions?</li> <li>• Can they give some examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts?</li> <li>• Can they suggest some meanings for texts/sources of authority studied. Compare these ideas with some ways in which believers interpret texts/sources of authority?</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Can they identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions?</li> <li>• Can they describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts?</li> <li>• Can they give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority?</li> </ul>
Understanding the Impact		
	Year 1	<ul style="list-style-type: none"> <li>• With support, can they begin to give examples of how people use stories, texts and teachings to guide their beliefs and actions?</li> <li>• With support, can they begin to give examples of ways in which believers put their beliefs into practice?</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Can they give examples of how people use stories, texts and teachings to guide their beliefs and actions?</li> <li>• Can they give examples of ways in which believers put their beliefs into practice?</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Can they begin to make simple links between stories teachings and concepts studied and how people live, individually and in communities?</li> <li>• Can they begin to describe some ways in which people show their beliefs in how they worship and in the way they live?</li> <li>• Can they begin to identify some differences in how people put their beliefs into practice?</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Can they Make simple links between stories teachings and concepts studied and how people live, individually and in communities?</li> <li>• Can they describe how people show their beliefs in how they worship and in the way they live?</li> <li>• Can they identify some differences in how people put their beliefs into practice?</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Can they begin to make some clear connections between what people believe and how they live, individually and in communities?</li> <li>• Can they begin to 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?</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Can they make clear connections between what people believe and how they live, individually and in communities?</li> <li>• Using evidence and examples, can they show how and why people put their beliefs into practice in different ways, e.g. in different communities denominations or cultures?</li> </ul>
Making connections		
	Year 1	<ul style="list-style-type: none"> <li>• With support, can they begin to think, talk and ask questions about whether the ideas they have been studying have something to say to them?</li> <li>• Can they begin to give a reason for the views they have and the connections they make?</li> </ul>

	Year 2	<ul style="list-style-type: none"> <li>• Can they think, talk and ask questions about whether the ideas they have been studying have something to say to them?</li> <li>• Can they give a good reason for the views they have and the connections they make?</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Can they begin to make some links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly?</li> <li>• Can they ask some questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live?</li> <li>• Can they give some reasons for the views they have and the connections they make?</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Can they make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly?</li> <li>• Can they raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live?</li> <li>• Can they give good reasons for the views they have and the connections they make?</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Can they make some connections between the beliefs and practices studied.</li> <li>• Can they begin to evaluate and explain their importance to different people (e.g. believers and atheists)?</li> <li>• Can they begin to reflect on and suggest some lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently?</li> <li>• Can they consider and how ideas studied relate to their own experiences of the world today, developing insights of their own and giving some reasons for the views they have and the connections they make?</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Can they make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)?</li> <li>• Can they reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently?</li> <li>• Can they consider and weigh up how ideas studied relate to their own experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make?</li> </ul>