

# St Giles' C of E Primary School RELIGIOUS EDUCATION Progression

Skills and relevant Religious Questions	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Understanding Christianity</b>							
<b>Widen our understanding of Christianity: Making sense of the bible</b>	* understand the bible is an important book to Christians, full of stories about God and Jesus	* recognise that God, creation, incarnation and salvation are part of a big story of the Bible * identify different types of text from the Bible (eg parable, gospel) * recognise the link between stories from the bible and creation, incarnation, gospel and salvation * give simple accounts of what the texts mean to Christians	* order key concepts on a timeline of the Bible's big story * identify distinguishing features of different biblical texts (eg Gospel, parable, letter) * make links between the scripture and the key concepts studied * offer suggestions about what the texts mean to Christians and to us personally	* outline the timeline of the Bible * explain core concepts of the bible * identify five types of biblical text, using technical terms * use theological terms when connecting the key concepts with scripture * show awareness of different interpretations of biblical texts			
<b>Widen our understanding of Christianity: Understanding the impact of the bible</b>	* understand that Christians learn lessons from the bible about how to be a good Christian	* give examples of how Christians use scripture to guide their lives and communities * give examples of how Christians put their beliefs into action through church worship	* make simple links between the scripture and how Christians live their lives and in their church communities * describe how Christians show their beliefs in worship and in the way they live their lives	* make clear connections between scripture and concepts with Christian worship, behaviour, church communities and wider world * show how different denominations put their Christianity into action			
<b>Widen our understanding of Christianity: Making connections</b>	* relate bible stories to how they behave at school/home (eg Good Samaritan)	* think, talk and ask questions about what scripture means to them personally, their lives and the world today	* raise questions and answers about how scripture might impact on their lives * express their ideas clearly when linking scripture with the world today	* identify ideas arising from studying scripture and comment on how helpful or inspiring they are, justifying responses * assess how biblical ideas relate to issues in our own lives and in the world today			
<b>Shropshire Agreed RE Syllabus</b>							
<b>Explore and think about religions</b>  <i>RQ9 What do people believe about God?</i> <i>RQ13 Where do people's beliefs come from?</i>	* recall a story from Christianity * recognise and name features of Christianity	* recall features of religious, spiritual and moral stories and other forms of religious expression (eg EASTER) * recognise and name features of religions and beliefs (eg HOLY TRINITY)	* retell religious, spiritual and moral stories (eg GENESIS) * identify how religion and belief is expressed in different ways (eg PRAYERS) * identify similarities and differences in features of religions and beliefs (eg PLACES OF WORSHIP)	* make links between beliefs, stories and practices (eg PASSOVER) * identify the impacts of beliefs and practices on people's lives * identify similarities and differences between religions and beliefs (eg JUDAISM)	* comment on connections between questions, beliefs, values and practices * describe the impact of beliefs and practices on individuals, groups and communities * describe similarities and differences within and between religions and beliefs (eg ISLAM)	* explain connections between questions, beliefs, values and practices in different belief systems * recognise and explain the impact of beliefs and ultimate questions on individuals and communities * explain how and why differences in belief are expressed (eg SCIENCE v CREATION)	* use religious and philosophical terminology and concepts to explain religions, beliefs and value systems * explain some of the challenges offered by the variety of religions and beliefs in the contemporary world * explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures
<b>Evaluate, investigate and interpret practices within different religions</b>  <i>RQ4 How should I lead my life?</i> <i>RQ6 How should we relate to others and the natural world?</i>	* know about similarities and differences between themselves and others, and among families, communities and traditions (British Values links)	* identify what they find interesting and puzzling in life * recognise symbols and other forms of religious expression (eg FESTIVALS)	* recognise that some questions about life are difficult to answer * ask questions about their own and others' feelings and experiences * identify possible meanings for symbols and other forms of religious expression	* investigate and connect features of religions and beliefs * ask significant questions about religions and beliefs * describe and suggest meanings for symbols and other forms of religious expression (eg NOAH)	* gather, select, and organise ideas about religion and belief * suggest answers to some questions raised by the study of religions and beliefs * suggest meanings for a range of forms of religious expression, using appropriate vocabulary (eg TYPES OF CEREMONIES/WORSHIP)	* suggest lines of enquiry to address questions raised by the study of religions and beliefs * suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence * recognise and explain diversity within religious expression, using appropriate concepts	* identify the influences on, and distinguish between, different viewpoints within religions and beliefs * interpret religions and beliefs from different perspectives * interpret the significance and impact of different forms of religious and spiritual expression
<b>Investigate beliefs and teachings from world religions</b>	* recall the nativity	* recount outlines of some religious stories (eg PARABLES)	* retell religious stories and identify some	* describe some religious beliefs and teachings of religions studied, and	* describe the key beliefs and teachings of the religions studied,	* explain how some beliefs and teachings are shared by different	* make comparisons between the key beliefs, teachings and practices

<p><b>RQ9 What do people believe about God?</b>  <b>RQ13 Where do people's beliefs come from?</b>  <b>RQ8 Has science got all the answers?</b></p>			religious beliefs and teachings	their importance (eg VALUES)	connecting them accurately with other features of the religions, making some comparisons between religions	religions and how they make a difference to the lives of individuals and communities	of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary
<p><b>Understand practices and lifestyles from different religions</b>  <b>RQ10 How is belief expressed through symbols and actions?</b></p>	* identify similarities and differences between themselves and others and among families, communities and traditions (eg DIWALI)	* recognise features of religious life and practice	* identify some religious practices, and know that some are characteristic of more than one religion	* describe how some features of religions studied are used or exemplified in festivals and practices (eg DIWALI)	* show understanding of the ways of belonging to religions and what these involve (eg HINDUISM)	* explain how selected features of religious life and practice make a difference to the lives of individuals and communities (eg THE REVS and other CHRISTIANS)	* explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities (eg THE MULTI-FAITH TEAM)
<p><b>Understand expressions, symbols and language of religions</b>  <b>RQ10 How is belief expressed through symbols and actions?</b></p>	* recognise one religious symbol (eg THE CROSS)	* recognise some religious symbols and words	* suggest meanings in religious symbols, language and stories	* make links between religious symbols, language and stories and the beliefs or ideas that underlie them (eg HOLY SPIRIT)	* show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language (eg BAPTISM)	* explain how some forms of religious expression are used differently by individuals and communities (eg TYPES OF CHRISTIANITY)	* compare the different ways in which people of faith communities express their faith (eg RELIGIOUS CLOTHING/MULTI-FAITH)
<p><b>Recognise the different ways a religion can give followers identity</b>  <b>RQ1 Who am I?</b>  <b>RQ3 Who is my neighbour?</b>  <b>RQ5 Where do I belong?</b></p>	* understand that Christians go to church to worship God	* identify aspects of own experience and feelings, in religious material studied (eg REFLECTION)	* respond sensitively to the experiences and feelings of others, including those with a faith	* compare aspects of their own experiences and those of others, identifying what influences their lives	* ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	* make informed responses to questions of identity and experience in the light of their learning	* discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
<p><b>Explore the ways in which religions give us meaning and purpose</b>  <b>RQ 7 How do people make sense of hardship and suffering?</b>  <b>RQ12 How do people make sense of life and death?</b>  <b>RQ11 How do people express their beliefs about truth?</b></p>	* explore the importance of God to Christians (eg GOD THE FATHER)	* identify things they find interesting or puzzling, in religious materials studied	* realise that some questions that cause people to wonder are difficult to answer	* compare their own and other people's ideas about questions that are difficult to answer	* ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied (eg EASTER STORY)	* make informed responses to questions of meaning and purpose in the light of their learning	* express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
<p><b>Understand the Values and commitments as a member of a religion</b>  <b>RQ2 How do people express their belief through actions, worship and celebration?</b>  <b>RQ14 Why do people's belief and practice differ?</b></p>	* know that other children don't always enjoy the same things/ believe the same things/ and are sensitive to this (eg RESPECT)	* identify what is of value and concern to themselves, in religious material studied	* respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	* make links between values and commitments, including religious ones, and their own attitudes or behaviour	* ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues (eg FORGIVENESS)	* make informed responses to people's values and commitments (including religious ones) in the light of their learning	* make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply