



Uffculme Primary School

Progression Map

Subject area: RE



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Making sense of beliefs</b>	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give some examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give some clear, simple accounts of what stories and other texts mean to believers</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>Identify and describe some of the core beliefs and concepts studied</p> <p>Make some links between texts/sources of authority and the key concepts studied</p> <p>Offer some suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of authority and the key concepts studied</p> <p>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>Identify and explain some core beliefs and concepts studied, using examples from sources of authority in religions</p> <p>Describe some examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Give some meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</p>
<b>Understanding the impact</b>	<p>Give some examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give some examples of ways in which believers put their beliefs into practice</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p>	<p>Make some simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how some people show their beliefs in how they worship and in the way they live</p> <p>Begin to identify some differences in how people put their beliefs into practice</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the way they live</p> <p>Identify some differences in how people put their beliefs into practice</p>	<p>Make some connections between what people believe and how they live, individually and in communities</p> <p>Using evidence and examples, start to show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>	<p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>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>
<b>Making connections</b>	<p>Think, talk and ask some questions about whether the ideas they have been studying, have something to say to them.</p> <p>Start to try to give a reason for the views they have and the connections they make</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>Raise some important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>Make some links between some of the beliefs and</p>	<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</p> <p>Make links between some of the beliefs and practices studied and life in the world</p>	<p>Make some connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Start to reflect on and articulate lessons people</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses,</p>

			<p>practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Start to give a reason for the views they have and the connections they make</p>	<p>today, expressing some ideas of their own clearly</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>Start to 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>	<p>recognising that others may think differently</p> <p>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>
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