

RE progression framework

EYFS ELG - RE	
<p>Talk about the lives of the people around them and their roles in society.</p>	<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>

	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Year Group Units</b></p>	<p>Who celebrates what? How and where?</p> <p>Why does Christmas matter to Christians?</p> <p>Beginning to learn Sikhism Part A</p> <p>Stories of the Sikh Gurus</p> <p>Beginning to learn Islam What can we learn from stories of the Prophet?</p> <p>Questions that puzzle us</p>	<p>How and why are some books Holy?</p> <p>Holy places</p> <p>Why does Easter matter to Christians? What is the 'good news' Christians believe Jesus brings?</p> <p>Beginning to learn Islam – what can we learn from Muslims in Sandwell?</p> <p>Beginning to learn Sikhism part b</p> <p>The Gurdwara, a place to belong</p>	<p>Why does the prophet matter to Muslims?</p> <p>What are the deeper meanings of the festivals?</p> <p>What do Christians learn from the creation story?</p> <p>What is the Trinity?</p> <p>What is it like to be a Sikh in Sandwell?</p> <p>Values what matters most?</p>	<p>What is it like to be Jewish?</p> <p>What is it like to be Hindu?</p> <p>Why do Christians call the day Jesus died Good Friday?</p> <p>For Christians when Jesus left what was the impact of Pentecost?</p> <p>Keeping the five pillars of Islam</p> <p>What kind of world did Jesus want?</p>	<p>What does it mean if Christians believe God is Holy and loving?</p> <p>For Christians what kind of king was Jesus?</p> <p>Can Christian Aid and Islamic Relief change the world?</p> <p>An Enquiry into visiting places of worship</p> <p>Why do Hindus want to be good?</p> <p>What will make Sandwell a more respectful community?</p>	<p>Can religions help people when times get hard?</p> <p>What can we learn from religions about temptation?</p> <p>What do Christians believe Jesus did to save human beings?</p> <p>Christians and how to live Hindu, Jewish and Islamic prayer: what? When? How? Where? Why?</p> <p>What impact do people's beliefs have in their lives?</p>
<p><b>Element 1</b> Making sense of beliefs</p>	<p>Identify some core beliefs and concepts studied.</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</p>	<p>Identify some 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 the core beliefs</p> <p>Begin to make links between texts / sources of authority and the core concepts studied.</p> <p>Offer informed suggestions about what texts/sources of authority can mean.</p>	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts / sources of authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Identify and explain the core beliefs and concepts studied.</p> <p>Describe 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 ideas.</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts / 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 some ways in which believers interpret texts /sources of authority.</p>

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	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Element 2</b> Understanding the impact</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</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>Begin to make simple links between stories, teachings and concepts studied and how people live.</p> <p>Describe how people show their beliefs in how they worship.</p> <p>Identify some similarities in how people put their beliefs into practice.</p>	<p>Make links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in the way they live.</p> <p>Identify some differences in how people put their beliefs into practice.</p>	<p>Begin to make connections between what people believe and how they live, individually and in communities.</p> <p>Use examples to show how and why people put their beliefs into practice in different ways.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Use 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>

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<b>Element 3 Making connections</b>	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.	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.	Begin to raise questions about how far the beliefs and practices studied might make a difference to how pupils think and live.  Begin to make links between some of the beliefs and practices studied and life in the world today.  Give reasons for the views they have and the connections they make.	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.  Confidently justify the views they have and the connections they make	Begin to make connections between the beliefs and practices studied and their importance to different people (e.g. believers and atheists)  Think about lessons people might gain from the beliefs/practices studied.  Consider how ideas studied in a unit relate to their own experiences and experiences of the world today, giving good reasons the connections they make.	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.