

RE Curriculum Progression

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. The table below includes the end of phase (End KS1, End Lower KS2, End Upper KS2) outcomes for each element which are taken from the Plymouth Agreed Syllabus 2019-2024. The outcomes for EYFS are from the Early Learning Goals.

| Teaching and Learning Approach | End of EYFS pupils can... | End of Yr 1 pupils can... | End of Yr 2 pupils can... |
|--|---|---|---|
| Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG-L) Recount narratives and stories with peers and their teacher. (ELG-ED) Make comments about what they have heard and ask questions to clarify their understanding. (ELG-CL) | <ul style="list-style-type: none">- identify core beliefs and concepts studied so far and give a simple description of what they mean- give examples of how stories studied so far show what people believe (eg the meaning behind a festival) | <ul style="list-style-type: none">- identify core beliefs and concepts studied and give a simple description of what they mean- give examples of how stories show what people believe (eg the meaning behind a festival)- give clear, simple accounts of what stories and other texts mean to believers |
| Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world. | Talk about the lives of people around them and their roles in society. (ELG-UW) Know some similarities and differences between religious and cultural communities in this country, drawing on their | <ul style="list-style-type: none">- give examples of how people use stories to guide their beliefs and actions- being to give examples of ways in which believers put their beliefs into action | <ul style="list-style-type: none">- give examples of how people use stories, texts and teachings to guide their beliefs and actions- give examples of ways in which believers put their beliefs into action |

| | | | |
|---|--|---|--|
| | <p>experiences and what has been read in class. (ELG-UW)</p> <p>Explain some similarities and differences between life in this country and life in other countries. (ELG-UW)</p> | | |
| <p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p> | <p>Show an understanding of their own feelings and those of others. (ELG-PSED)</p> <p>Show sensitivity to their own and other's needs. (ELG-PSED)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG-CL)</p> | <p>- think, talk and begin to 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</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> |

| Teaching and Learning Approach | End of Yr 3 pupils can... | End of Yr 4 pupils can... | End of Yr 5 pupils can... | End of Yr 6 pupils can... |
|--|--|---|---|--|
| <p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding</p> | <p>- identify and describe the core beliefs and concepts studied</p> | <p>- identify and describe the core beliefs and concepts studied</p> <p>- make clear links between texts/sources of authority</p> | <p>- identify and explain the core beliefs and concepts studied, using examples from texts</p> <p>- begin to describe examples of ways in which</p> | <p>- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> |

| | | | | |
|--|--|--|---|---|
| <p>what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p> | <ul style="list-style-type: none"> - begin to make clear links between texts and the core concepts studied - offer informed suggestions about what texts can mean | <p>and the core concepts studied</p> <ul style="list-style-type: none"> - offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers | <p>people use texts to make sense of core beliefs and concepts</p> <ul style="list-style-type: none"> - give meanings for texts studied, comparing these ideas with some ways in which believers interpret texts | <ul style="list-style-type: none"> - describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority |
| <p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p> | <ul style="list-style-type: none"> - make simple links between stories, teachings and concepts studied and how people live - begin to describe how people show their beliefs in how they worship and in the way they live - identify that there are differences in how people put their beliefs into practice | <ul style="list-style-type: none"> - make simple links between stories, teachings and concepts studied and how people live, individually and in communities - describe how people show their beliefs in how they worship and in the way they live - identify some differences in how people put their beliefs into practice | <ul style="list-style-type: none"> - make clear connections between what people believe and how they live - using evidence and examples, begin to show how and why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures | <ul style="list-style-type: none"> - make clear connections between what people believe and how they live, individually and in communities - using evidence and examples, show how and why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures |
| <p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible</p> | <ul style="list-style-type: none"> - make links between some of the beliefs and practices studied and life in the world today, and begin to express some ideas of their own clearly - give good reasons for more than one of the views they | <ul style="list-style-type: none"> - make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - raise important questions and suggest answers about how far the beliefs and | <ul style="list-style-type: none"> - make connections between the beliefs and practices studied - reflect on and articulate lessons people might gain from the beliefs/practices studied | <ul style="list-style-type: none"> - make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists) - reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own |

| | | | | |
|--|------------------------------------|--|---|---|
| connections between these and pupils' own lives and ways of understanding the world. | have and the connections they make | <p>practices studied might make a difference to how pupils think and live</p> <p>- give good reasons for the views they have and the connections they make</p> | <p>- begin to consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, and give good reasons for the views they have and the connections they make</p> | <p>responses, recognising that others may think differently</p> <p>- consider and weigh up how ideas studied 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> |
|--|------------------------------------|--|---|---|