

Foxdell Primary School

Skills Progression in RE

(Skills and objectives taken from 'Identities, meanings, values- The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton')

	Year R <small>(Objectives from 'The EYFS Framework' and 'Development Matters non statutory curriculum guidance')</small>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Sense of Beliefs	Understanding the world: Talk about members of their immediate family and community. Name and describe people who are familiar to them.	I can give clear, simple accounts of what a story means to followers of a religion	<p>I can identify and name at least 3 different religious festivals, giving two facts about each one</p> <p>I can recognise that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>I can give an example of a key belief some people find in one of these stories</p>	<p>I can identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>I can identify and describe Hindu, Jewish and Sikh beliefs and values</p> <p>I can make links between religious beliefs and teachings and how people try to live and make the world a better place</p>	<p>I can explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show</p> <p>I can identify and describe how key actions, features, artefacts and texts help people worship in different religions. Where, how and why do people worship?</p> <p>I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p>	<p>I can explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>I can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</p> <p>I can take account of the context, suggest meanings of texts (Gospel texts/ Story of the Man in the Well) studied, and compare their own ideas with ways in which Christians/ Hindu beliefs (samsara, moksha, dharma).</p> <p>I can describe examples of texts or quotes which explain what an ideal way of life might be</p> <p>I can compare their ideas about justice and fairness with those studied in Islam and Christianity</p>	<p>I can identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>I can identify and explain beliefs about God, Prophets and Sacred books</p> <p>I can identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>I can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>I can explain beliefs about the value of religious and cultural diversity in my local town/community</p> <p>I can make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Why do some people believe in God and some people not?</p>

							I can make clear connections between beliefs and how this is put into practice in different ways
Understanding the Impact	Understanding the world: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways	I can give at least two examples of a way in which a faith shows their belief in their God I can give examples of how religious believers use stories to guide their beliefs and actions I can give simple examples of how people worship at a church, mosque or synagogue I can talk about why some people like to belong to a sacred building or a community	I can give simple examples of the ways a festival makes a difference e.g. to emotions, families, link with own experiences I can give examples of how Christians and Jews can show care for the Earth and others. I can recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say I can give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'	I can make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) I can describe how people show their identity and faith in dress, behaviour and values I can describe some examples of how people try to live (e.g. individuals and organisations)	I can describe how people show devotion to God and commitment to key values in their festivals I can make simple connections between sacred texts and the ways believers worship today I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways	I can make clear connections between what people believe about God, using texts studied, and how they respond to challenges in life (e.g. suffering, bereavement) I can make clear connections between beliefs and ways in which religious believers live I can describe examples of the impact of charitable work in the world today I can give examples of the impact of faith on life	I can make clear connections between what people believe about God and the impact of this belief I can make clear connections between beliefs and how this is put into practice in different ways I can make clear connections between Genesis 1 and Christian belief about God as Creator I can. make clear connections between Christian and Humanist ideas about being good and how people live I can make clear connections between belief in the 'Golden Rule' and the needs of a mixed community What will make our community a more respectful place?
Making Connections	Understanding the world- ELG Past and present: Talk about the lives of the people around them and their roles in society. Understanding the world- ELG People and communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and	I can think, talk and ask questions about whether I can learn anything from stories for myself exploring different ideas I can give a reason for the ideas they I have and the connections that I make I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what I	I can talk about links between how people celebrate today and old stories I can suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories I can think, talk and ask questions about what difference believing in God makes to how	I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies I can raise questions and suggest answers about what is good about being a Hindu/Sikh in Britain today, and personal reflection in Judaism, making links between their own ideas and values	I can make links between different religions, which all celebrate the triumph of goodness over evil I can express my own ideas about the meaning and value of worship I can make links between the importance of love in the Bible stories studied and life in the world	weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these	I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights about why people believe in God or not ? I can weigh up the value and impact of ideas of sacrifice (Christianity) and submission, obedience, generosity, self-control and worship (Islam) in their own lives and the world today

	<p>what has been read in class. Personal, social and emotional development- To be able to see themselves as a valuable individual. To think about the perspectives of others</p>	<p>think about these questions, giving good reasons for my ideas</p>	<p>people treat each other and the natural world I can notice and find out about the different ways leaders are admired in different religions</p>	<p>I can make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p>	<p>today, giving a good reason for my ideas</p>	<p>I can make connections between beliefs studied and how and why they are important I can explain the importance of the idea that God loves justice and is just to Muslims and Christians I can explain the importance of role models from different religions</p>	<p>I can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses I can raise important questions and suggest answers about how and why people should be good I can explain the importance of tolerance, respect and liberty for all in making a community that is harmonious</p>
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