



We work together to teach and inspire our children so that they have the confidence to flourish in our community and in the world. Like the wiseman who built his house upon the rock (Matthew 7. v 24-25), we embrace our Christian values to build strong foundations for their future.

## Religious Education Progression Document

### End of Key Stage One outcomes

<p>1. Make sense of a range of religious and non-religious concepts and beliefs.</p>	<p>2. Understand the impact and significance of religious and non-religious beliefs.</p>	<p>3. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</p>
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<p><b>1:1</b> Identify the core concepts and beliefs studied and give a simple description of what they mean</p>	<p><b>2:1</b> Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</p>	<p><b>3:1</b> Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas</p>
<p><b>2:2</b> Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p>	<p><b>2:2</b> Give examples of ways in which believers put their beliefs into action</p>	<p><b>3:2</b> Give a good reason for the views they have and the connections they make</p>
<p><b>3:3</b> Give clear, simple accounts of what stories and other texts mean to believers</p>		<p><b>3:3</b> Talk about what they have learned</p>

### End of Lower Key Stage Two outcomes

1. Make sense of a range of religious and non-religious concepts and beliefs.	2. Understand the impact and significance of religious and non-religious beliefs.	3. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
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<b>1:1</b> Identify and describe the core beliefs and concepts studied	<b>2:1</b> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	<b>3:1</b> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<b>1:2</b> Make clear links between texts/sources of authority and the key concepts studied	<b>2:2</b> Describe how people show their beliefs in how they worship and in the way they live	<b>3:2</b> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<b>1:3</b> Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers	<b>2:3</b> Identify some differences in how people put their beliefs into practice	<b>3:3</b> Give good reasons for the views they have and the connections they make
		<b>3:4</b> Talk about what they have learned and if they have changed their thinking

### End of Upper Key Stage Two outcomes

1. Make sense of a range of religious and non-religious concepts and beliefs.	2. Understand the impact and significance of religious and non-religious beliefs.	3. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
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<p style="text-align: center;"><b>1:1</b></p> <p style="text-align: center;">Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p>	<p style="text-align: center;"><b>2:1</b></p> <p style="text-align: center;">Make clear connections between what people believe and how they live, individually and in communities</p>	<p style="text-align: center;"><b>3:1</b></p> <p style="text-align: center;">Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p>
<p style="text-align: center;"><b>1:2</b></p> <p style="text-align: center;">Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p>	<p style="text-align: center;"><b>2:2</b></p> <p style="text-align: center;">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>	<p style="text-align: center;"><b>3:2</b></p> <p style="text-align: center;">Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p>
<p style="text-align: center;"><b>1:3</b></p> <p style="text-align: center;">Taking account of the context(s), suggest meanings for texts/ sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.</p>	<p style="text-align: center;"><b>2:3</b></p> <p style="text-align: center;">Identify some differences in how people put their beliefs into practice</p>	<p style="text-align: center;"><b>3:3</b></p> <p style="text-align: center;">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 style="text-align: center;"><b>3:4</b></p> <p style="text-align: center;">Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the</p>



**world today, developing insights of their own and giving good reasons for the views they have and the connections they make**