

# Progression Map for Religious Education Year A

	EYFS Christianity, Hinduism	Year 1 Christianity, Judaism, Islam	Year 2 Christianity, Judaism, Islam	Year 3 Christianity, Hinduism, Islam, Judaism	Year 4 Christianity, Hinduism, Islam, Judaism	Year 5 Christianity, Islam, Buddhism, Humanism	Year 6 Christianity, Islam, Buddhism, Humanism
<p><b>Believing:</b></p> <p><b>Making Sense of The Text</b> 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.</p>	<p>Be able to describe or retell some stories that are important to religious people</p> <p>Be able to communicate what important people or stories (i.e. sources of authority) influence their own lives (e.g. family members, teachers, friends)</p>	<p>Begin to identify core beliefs and concepts.</p> <p>Begin to give a simple explanation of what the core beliefs and concepts mean to believers.</p> <p>Give simple examples of how stories show what people believe e.g. the meaning of the Creation Story to Christians.</p> <p>With questioning, begin to give 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 more detailed 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 and concepts studied.</p> <p>Begin to make clear links between texts/sources of authority and the core concepts studied.</p> <p>Begin to offer suggestions about what texts/sources of authority can mean and give examples.</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</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</p> <p>Begin to describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>Begin to identify the meaning for believers from texts/sources of authority studied.</p> <p>Begin to compare meaning from texts/sources of authority studied with some ways in which believers interpret them.</p> <p>Begin to recognise that different people within religious/non-religious world views might read and interpret sources of authority differently.</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>Identify the meaning for believers from texts/sources of authority studied.</p> <p>Compare meaning from texts/sources of authority studied with some ways in which believers interpret them</p> <p>To recognise and understand that different people within religious/non-religious worldviews might read and interpret sources of authority differently</p>

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<p><b>Living:</b> <b>Understanding The Impact</b> 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>	<p>Describe some ways in which different people celebrate important moments in life (e.g. festivals, rites of passage)</p>	<p>Begin to give examples of how people use stories, texts and teachings to guide their beliefs and actions. With questioning, begin to give examples of diverse 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 Give examples of diverse 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, individually and in communities. Begin to 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.</p>	<p>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, explaining how context can affect ways of living</p>	<p>Begin to make clear connections between what people believe and how they live, individually and in communities. With questioning, analyse a range of evidence showing how and why people put their beliefs into practice in different ways, depending on the context.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities Analysing a range of evidence and examples, show how and why people put their beliefs into practice in different ways depending on context, e.g. in different communities, denominations or cultures</p>
<p><b>Thinking:</b> <b>Making Connections</b> 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>Be able to give simple reasons for their own ways of thinking ("Why...?" "Because...")</p>	<p>Begin to reflect, upon questions about whether the ideas they have been studying have something to say to them. Begin to give reasons for the views they have and the connections they make. ( What and Why?).</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason [or: Show a clear process of reasoning] for the views they have and the connections they make</p>	<p>Begin to make links between some of the beliefs and practices studied and life in the world today. Begin to express some ideas of their own. Begin to raise and respond to important questions Begin to suggest answers about how 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 today [or: different ways in which humans think or reason about the world around them], expressing some ideas of their own clearly Raise important questions. Suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p>	<p>Show a developing process of reasoning for the views they and others have and the connections they make. Identify some different types of evidence people use to support their process of reasoning. Weigh up the strengths and weaknesses of different types of evidence.</p>	<p>Show a clear process of reasoning for the views they and others have and the connections they make. Confidently identify some different types of evidence people use to support their process of reasoning. Weigh up the strengths and weaknesses of different types of evidence.</p>