

RE Progression map from Reception to Year four (Skills and objectives taken from ‘Identities, meanings, values- The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton’)

| <p><u>Core skills</u> The three core skills shown to the right, are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.</p> | <p><u>Making sense of belief</u> Identifying and making sense of core 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><u>Understanding the impact</u> 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, appreciating and appraising different ways of life and ways of expressing meaning.</p> | <p><u>Making connection</u> Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils’ own lives and ways of understanding the world, expressing critical responses and personal reflections.</p> |
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| <p><u>Year Group</u></p> | <p><u>Understanding the world:</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> | <p><u>Understanding the world:</u> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p> | <p><u>Understanding the world-</u> ELG Past and present: Talk about the lives of the people around them and their roles in society. <u>Understanding the world-</u> ELG People and communities: 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> |
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| | | | Personal, social and emotional development- To be able to see themselves as a valuable individual. To think about the perspectives of others |
| Year One | Recall, remember, name and talk about simple beliefs, stories and festivals. | Observe, notice and recognise simple aspects of religion in their communities. | Begin to find out about link and religion and beliefs. |
| Year Two | Identify beliefs, describe them simply, give examples and suggest meanings. | Give examples of what difference it makes to belong to and believe in a religion | Think, talk and ask questions about religion and belief for themselves. |
| By the end of KS1 | -Identify some core beliefs and concepts studied and give a simple description of what they mean. -Give examples of how stories show what people believe (e.g. the meaning behind a festival). -give clear, simple accounts of what stories and other texts mean to believers. | -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 practice | -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 |
| Year Three |  The skills in year three will bridge the gap between year 2 and 4 depending on cohort. | The skills in year three will bridge the gap between year 2 and 4 depending on cohort. | The skills in year three will bridge the gap between year 2 and 4 depending on cohort. |
| Year Four | Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. | Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. | Suggest and link questions and answers, including their own ideas about the differences religion makes to life |
| By the end of LKS2 | -Identify and describe the core beliefs and concepts studied. -Make clear links between texts/sources of wisdom and authority and the core concepts studied. -Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give | -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 ways they live. -Identify some differences in how people put their beliefs into | 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 |

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| | examples of what these sources mean to believers | practice. | give good reasons for the views they have and the connections they make |
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* See Long term plan document to find topics covered every half term in each year group.

* See agreed syllabus planning to find detailed objectives for each year group, under each of the three core elements across all topics.