

# St James RE Progression Map



## Purpose of Study

**We aim that through the teaching of RE, our children will have mastered:**

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

	Progression			
Concept	EYFS	Year 1/2	Year 3/4	Year 5/6
<p><b>To make sense of beliefs</b></p> <p>(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>Develop positive attitudes about the differences between people.</p> <p>Talk about the differences between people.</p> <p>Talk about peoples beliefs and understand that they can be different to their own.</p> <p><b>End of Year Expectation:</b>  <b>ELG People, Culture and Communities</b>                      -Describe their immediate environment using knowledge from observation discussion, stories, non fiction texts and maps.                      – Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been read in class.                      -Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and when appropriate – maps.</p>	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <ul style="list-style-type: none"> <li>• Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>• Give clear, simple accounts of what stories and other texts mean to believers.</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 1:</b> Recall, name and talk about simple beliefs, stories and festivals.  <b>Year 2:</b> Identify beliefs, describe them simply, give examples, suggest meanings.</p>	<ul style="list-style-type: none"> <li>• Identify and describe the core beliefs and concepts studied</li> <li>• Make clear links between texts / sources of authority and the core concepts studied</li> <li>• Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 3:</b> Recall and describe beliefs and concepts and connect some to texts.  <b>Year 4:</b> Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings.</p>	<ul style="list-style-type: none"> <li>• Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>• Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>• Give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts /sources of authority.</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 5:</b> Explain core texts, giving some meanings, and begin to connect and compare different ideas.  <b>Year 6:</b> Explain and give meanings for core texts and beliefs, comparing different ideas.  <span style="color: green;">Above: explain important beliefs reasonably, describing different interpretations</span></p>

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<p><b>To understand the impact of beliefs</b></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>	<p>Talk about cultural, religious and community events and experiences e.g Diwali, Eid</p> <p>Understand that some places are special to members of their community by talking about these places and explaining what people do when they visit e.g. church, mosque.</p> <p><b>End of Year Expectation:</b>  <b>ELG People, Culture and Communities</b>                      Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been read in class.                      -Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and when appropriate – maps.</p>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 1:</b> Observe, notice and recognise simple aspects of religion in their own communities.  <b>Year 2:</b> Give examples of what difference it makes to believe in a religion.</p>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice.</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 3:</b> Identify simple links between stories, teaching and concepts of religions studied.  <b>Year 4:</b> Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> <li>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</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 5:</b> briefly describe how and why beliefs make a difference to life, using some evidence.  <b>Year 6:</b> Use evidence and examples to show how and why beliefs make a difference to life.  <i>Above: Use reasons and examples to show how and why beliefs and moral values are put into action today.</i></p>
Progression				
Concept	EYFS	Year 1/2	Year 3/4	Year 5/6

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<p><b>To make connections and reflect on the beliefs and practices studied</b></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>Talk about similarities between different families and communities.</p> <p>Talk about peoples beliefs and understand that they can be different to their own.</p> <p><b>End of Year Expectation:</b>  <b>ELG People, Culture and Communities</b>                  -Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and when appropriate – maps.</p>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</li> <li>• Give a good reason for the views they have and the connections they make.</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 1:</b> begin to find out about religions and beliefs.  <b>Year 2:</b> think, talk and ask questions about religion and belief for themselves.</p>	<ul style="list-style-type: none"> <li>• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</li> <li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• Give good reasons for the views they have and the connections they make.</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 3:</b> suggest simple answers about the differences religion makes to life.  <b>Year 4:</b> suggest answers to questions, including their own ideas, about the differences religion makes to life.</p>	<ul style="list-style-type: none"> <li>• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>• Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>• 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.</li> </ul> <p><b>End of Year Expectation:</b>  <b>Year 5:</b> make simple connections between religions and beliefs and offer some reasons for the importance of these to them and others.  <b>Year 6:</b> Connect their own reflections and views to the religions and beliefs they study, developing insights.  <i>Above: responds reasonably to the challenges raised by religions and beliefs with coherent views of their own.</i></p>
<p><b>Breadth of Study (subject topics) for EYFS</b></p>		<p><b>Breadth of Study (subject topics) for Key Stage 1</b></p>		<p><b>Breadth of Study (subject topics) for Key Stage 2</b></p>
<p>Christians                  Significant dates covered: Diwali, Advent, Christmas, Shrove Tuesday, Ash Wednesday, Palm Sunday, Easter, Eid                  Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.</p>		<p>Christians, Sikhs and Muslims                  Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.</p>		<p>Christians, Muslims, Hindus, Sikhs, Jewish people                  Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.</p>

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