

Wellington Primaries Academy

RE – Progression of Knowledge, Skills and Understanding								
KS1			LKS2			UKS2		
Make sense of a range of religious and non-religious concepts and beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious concepts, practices and ideas studied	Make sense of a range of religious and non-religious concepts and beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious concepts, practices and ideas studied	Make sense of a range of religious and non-religious concepts and beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious concepts, practices and ideas studied
<ul style="list-style-type: none"> • Identify the core concepts and beliefs studied and give a simple description of what they mean • Give examples of how stories show what people believe (eg the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities • Give example of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> • 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 • Give a good reason for the views they have and the connections they make • Talk about what they have learned 	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied • Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Give good reasons for the views they have and the connections they make • Talk about what they have learned and if changed their thinking 	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied using examples from texts. sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs. • Taking account of the context, suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. 	<ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways eg in different communities, denominations or cultures 	<ul style="list-style-type: none"> • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people eg believers and atheists • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently • 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 • Talk about what they have learned, how their thinking may have changed and why