



Progression of Knowledge and Skills Overview

Subject: RE

Year group: 1-4

Curriculum lead: Mrs K Hirst

Skill	Year 1	Year 2	Year 3	Year 4
Making sense of beliefs	<p>* I am beginning to identify the core beliefs and concepts studied (Christianity, Islam)</p> <p>*I am beginning to give examples of stories and how they show what Christians and Muslims believe</p> <p>*I am beginning to give simple accounts of stories and what they might mean to Christians and Muslims</p>	<p>*I can identify core beliefs and concepts studied and give a simple description of what they mean (Christianity, Judaism)</p> <p>*I can give examples of how stories show what Christians and Jews believe</p> <p>*I can give clear, simple accounts of what stories and other texts mean to Christians and Jews.</p>	<p>*I can identify core beliefs and concepts studied and give a more detailed descriptions of what they mean (Christianity, Hinduism)</p> <p>*I can give examples of how a variety of different texts show what Christians and Hindus believe</p> <p>*I can give detailed accounts of what stories and other texts mean to Christians and Hindus</p>	<p>*I can identify and describe core beliefs and concepts across a range of religions studied</p> <p>*I can make clear links between texts/sources of authority and the core concepts studied across a range of religions</p> <p>*I can offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>
Understanding the impact	<p>*I am beginning to give examples of how Christians and Muslims use stories and texts to guide their beliefs and actions</p> <p>* I am beginning to give examples of ways in which Christians and Muslims put their beliefs into practise.</p>	<p>*I can give examples of how Christians and Jews use stories, texts and teachings to guide their beliefs and practise</p> <p>*I can give examples of ways in which Christians and Jews put their beliefs into practise</p>	<p>*I can give examples of how Christians and Hindus use stories, texts and teachings to guide their beliefs and practise</p> <p>* I can give examples of how Christians and Hindus put their beliefs into practise and begin to identify differences between them</p>	<p>*I can make links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>*I can describe how people show their beliefs in how they worship and in the way they live. I can identify some differences in how people put their beliefs into practise</p>
Making connections	<p>*I can begin to give good reasons for my ideas about whether prayer, respect, celebration and self-control relate to me and my life</p> <p>*I can ask simple questions about the religions I am studying</p>	<p>*I can think and talk about whether reflecting, thanking, praising and remembering relate to me and my life</p>	<p>*I can raise questions and suggest answers about the cycle of create/preserve/destroy in the world today</p>	<p>*I can make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of my own clearly</p> <p>*I can raise important questions and suggest answers about how far beliefs</p>



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	<p>*I am beginning to give reasons for my views</p>	<p>* I can ask questions and give some answers about the religions I am studying</p> <p>*I can give a good reason for the views I have and the connections I have made</p>	<p>*I can ask questions and use information to begin to make links between the religions I am studying</p> <p>*I can give more than one reason for the views I have and the connections I have made</p>	<p>and practises studied might make a difference to how I think and live</p> <p>*I can give detailed reasons for the views I have and the connections I have made</p>
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