



Bagthorpe Primary School

Curriculum Progression Plan

Religious Education

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Sense of Beliefs	Children will know that a belief is a firm thought that something is true and that some people have beliefs.	Children will be able to give examples of how stories show what people believe (e.g. the meaning behind a festival) Children will be able to give clear, simple accounts of what stories and other texts mean to believers.	Children will begin to recall and name core beliefs and concepts and give simple descriptions of what they mean. Children will be able to recall and name different festivals associated with religions. Children will begin to recognise different religious symbols, their relevance for individuals and how they feature in festivals.	Children will expand on their knowledge of world religions from KS1. Children will be able to identify and describe the core beliefs and teachings of the religions studied. Children will make clear links between religious texts/sources of authority and the core beliefs studied. (Refer to religious figures and holy book)	Children will be able to make some comparisons between religions. (e.g. begin to compare the main festivals of world religions) Children can offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.	Children can identify and explain the core beliefs and concepts studied, using examples from religious texts and sources of authority in religions. Children can describe examples of ways in which people use religious texts and sources of authority to make sense of core beliefs and concepts.	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. (explain how religious beliefs can shape the lives of individuals and contribute to society) Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children can give meanings for text/sources of authority studied, comparing these ideas with some ways in which believers interpret these texts/sources of authority.
Understanding the Impact	Children will know that there are some special times and events in the calendar and people celebrate these in different ways.	Children will learn the name of important religious stories; Children will recognise, name and describe religious artefacts, places and practices. Children can name some religious symbols	Children can retell religious stories and suggest meanings in the story. Children can give examples of how people use stories, texts and teachings to guide their own beliefs and actions.	Children will make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Children will describe how people show their beliefs in how they	Children will begin to discuss and present thoughtfully their own and others' views. Children will explore pilgrimages as a part of a religious life. Children will identify religious artefacts and	Children will make clear connections between what people believe and how they live, individually and in communities. Children will use evidence and examples, show how and why people put	Children will compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles. Children will show an understanding of the

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		and the meaning of them (e.g The Cross and Star of David)	Children can give example of ways in which believers put their beliefs into practice. Children can explain religious rituals and ceremonies and the meaning of them, including their own experiences of them. Children can observe when practices and rituals are featured in more than one religion or lifestyle.	worship and in ways they live. Children will identify some differences in how people put their beliefs into practice. Children will look at the concepts of belonging, identity and meaning. Children will understand what belonging to a religion might look like, through practices and rituals, and what it might involve	how they are involved in daily practices and rituals. Children will describe religious buildings and how they are used. Children will explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. Children will explore the expression of beliefs through books, scriptures, art and other important means of communication. Children will begin to identify religious symbolism in different forms of art and communication	their beliefs into practice in different ways e.g. in different communities, denominations or cultures. Children will explain practices and lifestyles associated with belonging to a faith. Children will explain practices and lifestyles associated with belonging to a non-religious community Children will explore religious symbolism in literature and the arts.	role of a spiritual leader. Children can explain some of the different ways individuals show their beliefs; Children can share their opinion or express their own belief with respect and tolerance for others.
Making Connections	Children will know that people have similar and different viewpoints about caring for others and living things.	Children will think, talk and ask questions about whether the ideas they have been learning about have something to say to them. Children will give good reason for the views they have and the connections they make. Children will identify things that are important in their lives. Ask questions about	Children will understand that there are similarities and differences between people. Children will begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. Children will look at how values affect a community and individuals.	Children will make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Children will raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how they think and live.	Children will make links to expressing identity and belonging, including links to communities they may belong to. Children will notice and respond sensitively to different views. Children will understand that personal experiences and feelings can influence their attitudes and actions;	Children can make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. atheists and believers.) Children can reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.	Children can develop insights of their own and give good reasons for the view they have had and the connections they make. Children can discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Children can Recognise and express feelings

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		the puzzling aspects of life	Children can explain how actions can affect other people. Children will understand that they have their own choices to make and begin to understand the concept of morals.	Children will give good reasons for the views they have and the connections they make.	Children will offer suggestions about why religious and non-religious leaders and followers have acted the way they have.	Children can consider and weigh up how ideas studied relate to their own experiences of the world today.	about their identities and beliefs. Children can explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers