

Skills progression RE.

| | By the end of KS1 | By the end of LKS2 | By the end of UKS2 |
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| Making Sense of the Text / Beliefs | <p>Identify core beliefs and concepts studied and give a simple description of what they mean</p> <p>Identify that God, Creation, Incarnation and Salvation are part of the 'big story' of the Bible</p> <p>Identify at least two different types of text from the Bible: for example, a story, a parable, a gospel account of Jesus' life, and instructions on how to behave</p> <p>Tell stories from the Bible and recognise a link with a concept: for example, Creation, Incarnation, Gospel and Salvation</p> <p>Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers</p> | <p>Identify and describe the core beliefs and concepts studied</p> <p>Order at least five key concepts within a timeline of the Bible's 'big story'</p> <p>Make clear links between texts/sources of authority and the core concepts studied</p> <p>List two distinguishing features of at least three different types of biblical text: for example, Gospel, parable, letter</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> | <p>Identify and explain more beliefs and concepts studied, using examples from texts/sources of authority and religions</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p> |
| Understanding the Impact | <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p> | <p>Make simple links between stories, teachings and concepts studied and how people live – individually and in communities</p> | <p>Make clear connections between what people believe and how they live – individually and in communities</p> <p>Using evidence and examples, show how and why people put</p> |

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| | | <p>Describe how people show their beliefs in how they worship and in the way they live</p> <p>Identify some differences in how people put their beliefs into practice</p> | <p>their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> |
| <p>Making Connections</p> | <p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p> | <p>Make links between some of the beliefs and practices studied and life on the world today, expressing some ideas of their own clearly</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studies might make a difference to how pupils think and live</p> <p>Give good reasons for the views they have and the connections they make</p> | <p>Make links between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied relate to their own experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p> |