



Rushbury C of E Primary School

RE Curriculum Progression

Curriculum Area			
Ticklerton ELG	<p>Prime area: Personal, Social and Emotional Development. <i>RE enables children to:</i></p> <ul style="list-style-type: none"> • Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others • Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story • Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably 	<p>Prime area: Communication and Language. <i>RE enables children to:</i></p> <ul style="list-style-type: none"> • Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts • Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems. 	<p>Prime area: Physical Development. <i>RE enables children to:</i></p> <ul style="list-style-type: none"> • Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play
	Tickerton	Gretton	Stanway
Making sense of beliefs.	<p>National Curriculum</p> <p>Identify core belief and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>National Curriculum</p> <p>Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the core concepts studied. Offer informed suggestions about what texts/sources can mean and give examples of what these sources mean to believers.</p>	<p>National Curriculum</p> <p>Identify and explain 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 and concepts. Give meaning for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.</p>

<p>Understanding the impact.</p>	<p>Give examples of how people use stories, texts and teaching to guide their beliefs and actions. 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. 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.</p>	<p>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 in their beliefs into practice in different ways e.g. in different communities, denominations and 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. 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 in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make.</p>	<p>Make connections between beliefs and practices studied, evaluating and explaining their importance to different people. 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 the unit 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>