**Progression in RE**

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| **BELIEVING**  |
|  |  | **Year 5/6**  |
| **BELIEVING**  | **B1) Engaging with key beliefs/concepts through analysis of texts**  | **B1:** Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.  |
| **B2) Making connections between beliefs/concepts within and between belief traditions**  | **B2:** Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. -Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories  |

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| **THINKING**  |
|  | **Year 5/6**  |
| **THINKING**  | **T1) Articulating how and whether things make sense** | **T1** Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.  |
| **T2) Showing awareness of different approaches to understanding the world**  | **T2** Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.  |
| **T3) Showing evidence of a process of reasoning**  | **T3** Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.  |

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| **LIVING** |
|  | **Year 5/6**  |
| **LIVING** | **L1) Showing understanding of core concepts relating to the human/social scientific study of religion and belief**  | **L1:** Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.  |
| **L2) Showing understanding of connection between religious practice and content**  | **L2:** Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.  |
| **LIVING**  | **L3) Showing understanding of the way in which beliefs impact on the individual**  | **L3** Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). |
| **L4) Showing understanding of the way in which community can impact on religious practice**  | **L4a:** Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). **L4b:**Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).  |