**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). |