

Keevil CofE Academy RE Skills Progression

End of EYFS:

ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
		Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs.

Understanding Christianity

		End of KS1 Pupils will be able to:	End of lower KS2 Pupils will be able to:	End of upper KS2 Pupils will be able to:
Element 1: Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.		<ul style="list-style-type: none"> Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. Give clear, simple accounts of what the texts mean to Christians. 	<ul style="list-style-type: none"> Order at least five key concepts within a timeline of the Bible's 'big story'. List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied. Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. 	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. Identify at least five different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and the key concepts studied, using theological terms. Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
	ELEMENT 2: Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	<ul style="list-style-type: none"> Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship. 	<ul style="list-style-type: none"> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live. 	<ul style="list-style-type: none"> Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
	ELEMENT 3: Making connections Evaluating, reflecting on and connecting the	<ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might 	<ul style="list-style-type: none"> Identify ideas arising from their study of texts and concepts, and comment on how far these

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	texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.		<p>make a difference to how pupils think and live.</p> <ul style="list-style-type: none"> • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<p>are helpful or inspiring, justifying their responses.</p> <ul style="list-style-type: none"> • Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.
	<p>Red descriptors Skills on evaluation and critical thinking on relation to the big enquiry question.</p>	<ul style="list-style-type: none"> • Start to think through the enquiry question using some facts and begin to see there could be more than one answer. 	<ul style="list-style-type: none"> • Apply knowledge to the enquiry question and give an answer supported by one or more facts. 	<ul style="list-style-type: none"> • Weigh up evidence and different arguments / aspects relevant to the enquiry question and express their answer, supported with evidence / rationale.
	<p>Blue descriptors Knowledge and understanding of the subject matter of that enquiry. (Subject knowledge).</p>	<ul style="list-style-type: none"> • Recall facts about the religions / beliefs studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. 	<ul style="list-style-type: none"> • Recall facts about religions studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance. 	<ul style="list-style-type: none"> • Recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.
	<p>Green descriptors Personal resonance with or reflection on</p> <ul style="list-style-type: none"> • The concept/belief underlying the subject matter of the enquiry • Child's own thoughts, opinions, belief, empathy 	<ul style="list-style-type: none"> • Tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to them in their world. • Verbalise and / or express own thoughts. 	<ul style="list-style-type: none"> • Talk about the concept / belief e.g. belonging and start to relate this to the people they are studying e.g. Jews. • Express their own opinions and start to support them with rationale. 	<ul style="list-style-type: none"> • Explain how the concept / belief e.g. forgiveness resonates in their own life and can also see this might be different for other people because of their religion/ beliefs. • Express my own thoughts etc having reflected on them in relation to other people's.