



RE Curriculum Progression Map



THEOLOGY			
WHERE BELIEFS COME FROM			
EYFS	KS1	Lower School	Upper School
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.	<p>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p> <p>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.</p> <p>Recognise different types of writing from within one text.</p>	<p>Identify different sources of authority and how they link with beliefs.</p> <p>Identify/give examples of different types of writing and different ways in which believers interpret sources of authority.</p>	<p>Describe/explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p>
HOW BELIEFS CHANGE OVER TIME			
	N/A	<p>Recognise that beliefs are influenced by events in the past and present.</p> <p>Identify events in history and society which have influenced some religious and non-religious worldviews.</p>	<p>Describe how events in history and society have influenced some religious and non-religious worldviews.</p> <p>Explain how events in history and society have influenced some religious and non-religious worldviews.</p>
HOW BELIEFS RELATE TO EACH OTHER			
	<p>Recognise narratives, stories and texts used by at least one religion or worldview contain beliefs.</p> <p>Recognise that some beliefs connect together and begin to talk about these connections.</p>	<p>Make clear links between different beliefs being studied within a religion or worldview.</p> <p>Identify some of the similarities and differences between and within religions and worldviews</p>	<p>Describe/explain connections different beliefs being studied and link them to sources of authority using theological terms.</p> <p>Describe/explain the key theological similarities and differences between and within religions and worldviews</p>
HOW BELIEFS SHAPE THE WAY BELIEVERS SEE THE WORLD			
	Give different examples of how beliefs influence daily life.	Identify ways in which beliefs might make a Christian, Jew, Hindu or Muslim think about how they live their life, how they see the world in which they live and how they view others.	Explain and discuss how beliefs shape the way Christians, Jews, Hindus and Muslims view the world in which they live and how they view others.

PHILOSOPHY

THE NATURE OF KNOWLEDGE, MEANING AND EXISTENCE

EYFS	KS1	Lower School	Upper School
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.	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Talk about the difference between knowing and believing.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>

HOW AND WHETHER THINGS MAKE SENSE

	<p>Give a simple reason using the word 'because' when talking about religion and belief.</p> <p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views.</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</p>
--	---	--	--

ISSUES OF RIGHT AND WRONG, GOOD AND BAD

	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p> <p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
--	---	--	--

HUMAN/SOCIAL			
THE DIVERSE NATURE OF RELIGION			
EYFS	KS1	Lower School	Upper School
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.	<p>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.</p> <p>Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p>	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	<p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>
DIVERSE WAYS IN WHICH PEOPLE PRACTICE AND EXPRESS BELIEFS			
	<p>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.</p> <p>Identify evidence of religion and belief especially in the local area.</p>	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
THE WAYS IN WHICH BELIEFS SHAPE INDIVIDUAL IDENTITY AND IMPACT ON COMMUNITIES AND SOCIETY AND VICE VERSA			
	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.