

Willow Farm Primary School - Progression in RE

		THINKING		
		Year 1/2	Year 3/4	Year 5/6
THINKING	T1) Articulating how and whether things make sense	<p>T1 Be able to ask questions about the world around them.</p>	<p>T1 Be able to identify ways in which different people think about the world differently.</p>	<p>T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p>
	T2) Showing awareness of different approaches to understanding the world	<p>T2 Be able to make connections between using their senses and what they know about the world around them.</p>	<p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p>	<p>T2 Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.</p>
	T3) Showing evidence of a process of reasoning	<p>T3 Use reasons to support personal opinions about religions/beliefs.</p>	<p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).</p>	<p>T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>

		LIVING		
		Year 1/2	Year 3/4	Year 5/6
LIVING	L1) Showing understanding of core concepts relating to the human/social scientific study of religion and belief	<p>L1 Be able to identify that different people have different beliefs about the world around them.</p>	<p>L1 Be able to describe the difference between 'beliefs' and 'religion'.</p>	<p>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.</p>
	L2) Showing understanding of connection between religious practice and content	<p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p>	<p>L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p>	<p>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.</p>

		Year 1/2	Year 3/4	Year 5/6
LIVING	L3) Showing understanding of the way in which beliefs impact on the individual	<p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).</p>	<p>L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p>	<p>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).</p>
	L4) Showing understanding of the way in which community can impact on religious practice	<p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.</p>	<p>L4a Be able to explain the importance of community within the religious/non-religious tradition studied.</p> <p>L4b Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.</p>	<p>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.).</p> <p>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).</p>