

Religious Education Progression Overview

CHRISTIANITY					
	Making Sense of the text	Understanding the impact	Making the connections		
End of KS1	Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. <ul style="list-style-type: none"> Identify at least two different types of texts from the Bible; for example, examples of 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. 	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	Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.		
	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. <ul style="list-style-type: none"> 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. 	• 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.	Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. <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. 		
End of KS2	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. <ul style="list-style-type: none"> 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. 	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.	Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. <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. 		
Other Faiths					
	Children are involved in meaningful and informed dialogue with a range of religions and worldviews; they develop their understanding the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and world views ; they also explore how these may change in different times, places and cultures through: Personal resonance with or reflection on <ul style="list-style-type: none"> The concept / belief underlying the subject matter of the enquiry Child's own thoughts, opinions, belief, empathy. Knowledge and understanding of the subject matter of that enquiry (subject knowledge) Skills of evaluation and critical thinking in relation to the big enquiry question				
	Judaism	Islam	Hinduism	Sikhism	Buddhism
FS2					
Y1					
Y2					
Y3					
Y4					
Y5					
Y6					