

Chapel St Leonards Primary School
Progression of Key Concepts in RE

Year	Autumn	Spring	Summer
Y1	God: What do people believe about God? (Christianity and Islam)	Community, worship and celebration: How do people express their religion and beliefs? (Christianity and Islam)	Places of worship
Introduce Revisit	<p>RE1: Be able to use clear and simple language to retell a story (eg a parable from the New Testament, the story of a prophet Muhammad and the spider, the story of Rama and Sita)</p> <p>RE2: Recognise a link between a story and a belief/concept (eg the story of the Lost Son in the New Testament and beliefs about forgiveness)</p> <p>RE3: Be able to identify that different people have different beliefs about the world around them</p> <p>RE10: Use reasons to support personal opinions about religions/beliefs.</p>	<p>RE4: 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>RE5: Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (eg prayer, diet etc)</p> <p>RE6: Be able to describe at least two ways in which people express/practise their beliefs as a community (eg festivals)</p> <p>RE7: Be able to make connections between family life and living out religious beliefs. (eg worship at home or celebrating rites passage)</p> <p>RE8: Be able to ask questions about the world around them</p> <p>RE3: Be able to identify that different people have different beliefs about the world around them</p>	<p>RE9: Be able to make connections between using their senses and what they know about the world around them</p> <p>RE4: 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>RE6: Be able to describe at least two ways in which people express/practise their beliefs as a community (eg festivals)</p> <p>RE8: Be able to ask questions about the world around them</p>
Y2	Life journey, rites of passage: How do people mark important events in life? (Christianity and Islam)	Being human: How does faith and belief affect the way people live their lives? (Christianity and Islam)	Thankfulness
Introduce Revisit Embed	<p>RE5: Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (eg prayer, diet etc)</p> <p>RE7: Be able to make connections between family life and living out religious beliefs. (eg worship at home or celebrating rites passage)</p> <p>RE10: Use reasons to support personal opinions about religions/beliefs.</p> <p>RE3: Be able to identify that different people have different beliefs about the world around them</p> <p>RE6: Be able to describe at least two ways in which people express/practise their beliefs as a community (eg festivals)</p> <p>RE8: Be able to ask questions about the world around them</p>	<p>RE2: Recognise a link between a story and a belief/concept (eg the story of the Lost Son in the New Testament and beliefs about forgiveness)</p> <p>RE3: Be able to identify that different people have different beliefs about the world around them</p> <p>RE6: Be able to describe at least two ways in which people express/practise their beliefs as a community (eg festivals)</p> <p>RE7: Be able to make connections between family life and living out religious beliefs. (eg worship at home or celebrating rites passage)</p> <p>RE10: Use reasons to support personal opinions about religions/beliefs.</p>	<p>RE1: Be able to use clear and simple language to retell a story (eg a parable from the New Testament, the story of a prophet Muhammad and the spider, the story of Rama and Sita)</p> <p>RE9: Be able to make connections between using their senses and what they know about the world around them</p> <p>RE2: Recognise a link between a story and a belief/concept (eg the story of the Lost Son in the New Testament and beliefs about forgiveness)</p> <p>RE4: 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>RE7: Be able to make connections between family life and living out religious beliefs. (eg worship at home or celebrating rites passage)</p> <p>RE8: Be able to ask questions about the world around them</p>

Y3	God: What do people believe about God? (Christianity)	God: What do people believe about God? (Islam and Hinduism)	Big questions (Range of religions)
Recap	<p>RE2: Recognise a link between a story and a belief/concept (eg the story of the Lost Son in the New Testament and beliefs about forgiveness)</p> <p>RE5: Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (eg prayer, diet etc)</p> <p>RE6: Be able to describe at least two ways in which people express/practise their beliefs as a community (eg festivals)</p>	<p>RE3: Be able to identify that different people have different beliefs about the world around them</p> <p>RE5: Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (eg prayer, diet etc)</p> <p>RE6: Be able to describe at least two ways in which people express/practise their beliefs as a community (eg festivals)</p>	<p>RE3: Be able to identify that different people have different beliefs about the world around them</p> <p>RE8: Be able to ask questions about the world around them</p> <p>RE10: Use reasons to support personal opinions about religions/beliefs.</p>

Introduce Revisit	<p>RE1: Be able to explain what it means for a text/story to 'have authority' for a group or believer.</p> <p>RE2: Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories (eg salvation and incarnation, tawhid and creation, dharma and moksha)</p> <p>RE3: Be able to describe the difference between 'beliefs' and 'religion'</p> <p>RE4: Be able to identify ways in which religious practices vary depending on geographic, social and cultural context.</p> <p>RE9: Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>RE10: Be able to provide a range of evidence reasons why a member of a belief tradition may hold a particular belief (eg that the world was created, that God exists)</p>	<p>RE7: Be able to explain connections between religious beliefs and worship as a community in at least two different traditions.</p> <p>RE8: Be able to identify ways in which different people think about the world differently.</p> <p>RE1: Be able to explain what it means for a text/story to 'have authority' for a group or believer.</p> <p>RE2: Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories (eg salvation and incarnation, tawhid and creation, dharma and moksha)</p> <p>RE4: Be able to identify ways in which religious practices vary depending on geographic, social and cultural context.</p> <p>RE10: Be able to provide a range of evidence reasons why a member of a belief tradition may hold a particular belief (eg that the world was created, that God exists)</p>	<p>RE5: Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>RE3: Be able to describe the difference between 'beliefs' and 'religion'</p> <p>RE8: Be able to identify ways in which different people think about the world differently.</p> <p>RE9: Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>RE10: Be able to provide a range of evidence reasons why a member of a belief tradition may hold a particular belief (eg that the world was created, that God exists)</p>
Y4	Community, worship and celebration: How do people express their religion and beliefs? (Christianity)	Community, worship and celebration: How do people express their religion and beliefs? (Islam and Hinduism)	Expressing belief through arts (Range of religions)
Introduce Revisit Embed	<p>RE6: Be able to explain the importance of community within the religious/non-religious tradition studied.</p> <p>RE2: Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories (eg salvation and incarnation, tawhid and creation, dharma and moksha)</p> <p>RE3: Be able to describe the difference between 'beliefs' and 'religion'</p> <p>RE4: Be able to identify ways in which religious practices vary depending on geographic, social and cultural context.</p>	<p>RE7: Be able to explain connections between religious beliefs and worship as a community in at least two different traditions.</p> <p>RE2: Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories (eg salvation and incarnation, tawhid and creation, dharma and moksha)</p> <p>RE3: Be able to describe the difference between 'beliefs' and 'religion'</p> <p>RE4: Be able to identify ways in which religious practices vary depending on geographic, social and cultural context.</p> <p>RE8: Be able to identify ways in which different people think about the world differently.</p>	<p>RE4: Be able to identify ways in which religious practices vary depending on geographic, social and cultural context.</p> <p>RE7: Be able to explain connections between religious beliefs and worship as a community in at least two different traditions.</p> <p>RE8: Be able to identify ways in which different people think about the world differently.</p>

Y5	Being human: How does faith and belief affect the way people live their lives? (Christianity)	Being human: How does faith and belief affect the way people live their lives? (Islam)	Being human: How does faith and belief affect the way people live their lives? (Hinduism)
		Pilgrimage (Range of religions)	
Recap	<p>RE2: Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories (eg salvation and incarnation, tawhid and creation, dharma and moksha)</p> <p>RE5: Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>RE7: Be able to explain connections between religious beliefs and worship as a community in at least two different traditions.</p> <p>RE10: Be able to provide a range of evidence reasons why a member of a belief tradition may hold a particular belief (eg that the world was created, that God exists)</p>	<p>RE3: Be able to describe the difference between 'beliefs' and 'religion'</p> <p>RE4: Be able to identify ways in which religious practices vary depending on geographic, social and cultural context.</p> <p>RE5: Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>RE7: Be able to explain connections between religious beliefs and worship as a community in at least two different traditions.</p> <p>RE9: Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>RE10: Be able to provide a range of evidence reasons why a member of a belief tradition may hold a particular belief (eg that the world was created, that God exists)</p>	<p>RE5: Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>RE7: Be able to explain connections between religious beliefs and worship as a community in at least two different traditions</p> <p>RE9: Be able to understand and begin to explain that there is a difference between believing and knowing</p> <p>RE10: Be able to provide a range of evidence reasons why a member of a belief tradition may hold a particular belief (eg that the world was created, that God exists)</p>
Introduce Revisit	<p>RE2: Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p>	<p>RE1: Be able to name at least three sources of authority (eg text, religious leader, tradition etc) for a group of believers and identify the beliefs/concepts they refer to.</p>	<p>RE3: Be able to identify how similar concepts (eg creation) are presented across different belief traditions with reference to authoritative texts/stories.</p>

	<p>RE5: Be able to explain the impact that society/culture/geography can have on a religious practice (eg comparing the way in which a religious practice from one belief varies in different areas of the world)</p> <p>RE6: Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (eg that God make the world and that it is important to promote fundamental British Values)</p> <p>RE8: 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 (eg keeping the fast during Ramadan whilst sitting exams in school)</p> <p>RE9: Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>RE10: Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and knowledge.</p> <p>RE11: Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>	<p>RE3: Be able to identify how similar concepts (eg creation) are presented across different belief traditions with reference to authoritative texts/stories.</p> <p>RE5: Be able to explain the impact that society/culture/geography can have on a religious practice (eg comparing the way in which a religious practice from one belief varies in different areas of the world)</p> <p>RE6: Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (eg that God make the world and that it is important to promote fundamental British Values)</p> <p>RE8: 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 (eg keeping the fast during Ramadan whilst sitting exams in school)</p> <p>RE9: Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>RE10: Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and knowledge.</p> <p>RE11: Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>	<p>RE5: Be able to explain the impact that society/culture/geography can have on a religious practice (eg comparing the way in which a religious practice from one belief varies in different areas of the world)</p> <p>RE6: Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (eg that God make the world and that it is important to promote fundamental British Values)</p> <p>RE8: 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 (eg keeping the fast during Ramadan whilst sitting exams in school)</p> <p>RE9: Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>RE10: Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and knowledge.</p> <p>RE11: Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>
Y6	Life journey, rites of passage: How do people mark important events in life? (Christianity)	Life journey, rites of passage: How do people mark important events in life? (Islam)	Life journey, rites of passage: How do people mark important events in life? (Hinduism)
			Forgiveness
Introduce Revisit Embed	<p>RE4: Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a no religious worldview different from a religion.</p> <p>RE7: Be able to identify a diverse range of ways in which community impacts on a believer's experiences of a belief tradition (eg through festivals, rites of passage, communal worship etc)</p> <p>RE1: Be able to name at least three sources of authority (eg text, religious leader, tradition etc) for a group of believers and identify the beliefs/concepts they refer to.</p> <p>RE2: Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>RE5: Be able to explain the impact that society/culture/geography can have on a religious practice (eg comparing the way in which a religious practice from one belief varies in different areas of the world)</p> <p>RE8: 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 (eg keeping the fast during Ramadan whilst sitting exams in school)</p> <p>RE9: Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>RE11: Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>	<p>RE7: Be able to identify a diverse range of ways in which community impacts on a believer's experiences of a belief tradition (eg through festivals, rites of passage, communal worship etc)</p> <p>RE4: Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a no religious worldview different from a religion.</p> <p>RE1: Be able to name at least three sources of authority (eg text, religious leader, tradition etc) for a group of believers and identify the beliefs/concepts they refer to.</p> <p>RE2: Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>RE3: Be able to identify how similar concepts (eg creation) are presented across different belief traditions with reference to authoritative texts/stories.</p> <p>RE5: Be able to explain the impact that society/culture/geography can have on a religious practice (eg comparing the way in which a religious practice from one belief varies in different areas of the world)</p> <p>RE8: 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 (eg keeping the fast during Ramadan whilst sitting exams in school)</p> <p>RE9: Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>RE11: Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>	<p>RE1: Be able to name at least three sources of authority (eg text, religious leader, tradition etc) for a group of believers and identify the beliefs/concepts they refer to.</p> <p>RE2: Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>RE3: Be able to identify how similar concepts (eg creation) are presented across different belief traditions with reference to authoritative texts/stories.</p> <p>RE4: Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a no religious worldview different from a religion.</p> <p>RE5: Be able to explain the impact that society/culture/geography can have on a religious practice (eg comparing the way in which a religious practice from one belief varies in different areas of the world)</p> <p>RE7: Be able to identify a diverse range of ways in which community impacts on a believer's experiences of a belief tradition (eg through festivals, rites of passage, communal worship etc)</p> <p>RE8: 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 (eg keeping the fast during Ramadan whilst sitting exams in school)</p> <p>RE9: Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>RE11: Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>

Recap	recap previous phases concepts
Introduce	concept covered for the first time from hierarchy in this 'phase'
Revisit	concept revisited from hierarchy current year phase
Embed	concept covered for the at least the third time from the hierarchy in current 'phase'