



**Progression Map**

RE - Progression map

Year group	Making sense of beliefs	Understanding the impact	Making connections
Nursery			
Reception	<ul style="list-style-type: none"> <li>*Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus</li> <li>*Recognise and retell stories connected with celebration of Easter</li> <li>*Say why Easter is a special time for Christians</li> </ul>	<ul style="list-style-type: none"> <li>*Recall simply what happens at a traditional Christian festival (Christmas)</li> <li>*Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>*Talk about some ways Christians remember these stories at Easter.</li> </ul>	<ul style="list-style-type: none"> <li>*Retell religious stories, making connections with personal experiences.</li> <li>*Talk about people who are special to them</li> <li>*Say what makes their family and friends special to them</li> <li>*Talk about ideas of new life in nature</li> </ul>
End of KS1	<ul style="list-style-type: none"> <li>*identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>*give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>*give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>*give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>*give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>*think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>* give a good reason for the views they have and the connections they make</li> </ul>
End of lower KS2	<ul style="list-style-type: none"> <li>*identify and describe the core beliefs and concepts studied</li> <li>*make clear links between texts/ sources of authority and the core concepts studied</li> <li>* offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>* make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>* describe how people show their beliefs in how they worship and in the way they live</li> <li>*identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>*make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>* raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>*give good reasons for the views they have and the connections they make</li> </ul>
End of upper KS2	<ul style="list-style-type: none"> <li>*identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>* describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>* give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>*make clear connections between what people believe and how they live, individually and in communities</li> <li>*using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>	<ul style="list-style-type: none"> <li>* make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>* reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</li> <li>* consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>



**ABBAY MEAD**  
PRIMARY ACADEMY

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