

RE Progression at Irthington Village School 2021

	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
AT1 Beliefs and teachings (what people believe)	<p>Recount outcomes of some religious stories</p> <p>Retell religious stories in my own words</p> <p>Identify some religious beliefs and teachings</p>	<p>Describe some religious beliefs and teachings</p> <p>Explain why beliefs are important</p>	<p>Describe the key beliefs and teachings of religions studied</p> <p>Make accurate connections to religious beliefs</p> <p>Make comparisons between religious beliefs and teachings</p> <p>Explain how beliefs impact on individuals and the wider community</p>
AT1 Practices and lifestyles (what people do)	<p>Recognise features of religious life and practise</p> <p>Identify some religious practices</p> <p>Know that some are characteristic of more than one religion</p>	<p>Describe how some features of religions and studied are used or exemplified in festivals and practices</p> <p>Show understanding of the ways of belonging to religions and what these involve</p>	<p>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p>
AT1 Expression and language (how people express themselves)	<p>Recognise some religious symbols and words</p> <p>Suggest meanings in religious symbols, language and stories</p>	<p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms giving meanings for some symbols, stories and language</p> <p>Explain how some forms of religious expression are used differently by individuals and communities</p>
AT2 Identity and experience (making sense of who we are)	<p>Identify aspects of own experience and feelings, in religious material studied</p> <p>Respond sensitively to the experiences and feelings of others, including those with faith</p>	<p>Compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p>Ask questions about the significant experiences of key figures from religions studied and make informed responses to questions of identity and experience in the light of their learning</p>
AT2 Meaning and purpose (making sense of life)	<p>Identify things they find interesting or puzzling, in religious materials studied</p> <p>Realise that some questions that cause people to wonder are difficult to answer</p>	<p>Compare their own and other people's ideas about questions that are difficult to answer making reference to the teachings of religions studied</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning</p>
AT2 Values and commitments (making sense of right and wrong)	<p>Identify what is of value and concerns to themselves, in religious material studied</p> <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>
Skills	<p>Ask and answer simple questions about religion using information</p> <p>Use simple resources to answer questions</p>	<p>Gather information from sources and draw out the meaning from them</p>	<p>Analyse and interpret religious sources</p>