



Holy Trinity Church of England (Aided) Primary School

RE Curriculum

RE Skills Progression

The Best for Every Child - a Unique Child of God

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected.

We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.



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End of Phase Outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the End of Phase outcomes related to each element. Each unit takes bullet points from these End of Phase outcomes and applies them specifically to the unit questions. These End of Phase outcomes are taken from the Leeds and York Diocese Syllabus and the Understanding Christianity resource.

For children working in EYFS at the expected level of development, please see RE in EYFS document (ELG: People, Culture and Communities).

Skill	EYFS	KS1		LKS2		UKS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Element 1: Making Sense of Beliefs Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of		Diocesan Syllabus		Diocesan Syllabus		Diocesan Syllabus	
		<ul style="list-style-type: none"> • Identify the core beliefs and concepts studied and give a simple description of what they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival). • Give clear, simple accounts of what stories and other texts mean to believers. 		<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied. • Make clear links between texts/sources of authority and the key concepts studied. Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 		<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions. • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. • Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing 	
		Understanding Christianity		Understanding Christianity			
		<ul style="list-style-type: none"> • Recognise that God, Creation, Incarnation and 		<ul style="list-style-type: none"> • Order at least five key concepts within a timeline of 			

<p>interpretation.</p>		<p>Salvation are part of a ‘big story’ of the Bible.</p> <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. 	<p>the Bible’s ‘big story’.</p> <ul style="list-style-type: none"> • List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. • 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. 	<p>awareness of different interpretations.</p> <p>Understanding Christianity</p> <ul style="list-style-type: none"> • 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. • 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.
<p>Element 2: Understanding the Impact Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p>		<p>Diocesan Syllabus</p> <ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities. • Give examples of ways in which believers put their beliefs into practice. 	<p>Diocesan Syllabus</p> <ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. • Describe how people show their beliefs in how they worship and in the way they live. 	<p>Diocesan Syllabus</p> <ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations

		<p>Understanding Christianity</p> <ul style="list-style-type: none"> 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 how Christians put their beliefs into practice in church worship. 	<ul style="list-style-type: none"> Identify some differences in how people put their beliefs into practice. <p>Understanding Christianity</p> <ul style="list-style-type: none"> 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. 	<p>or cultures.</p> <p>Understanding Christianity</p> <ul style="list-style-type: none"> 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.
<p>Element 3: Making Connections Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</p>	<p>'Making Connections' is woven throughout the R.E. curriculum. As you explore the ideas and stories with the children, talk about how they affect the way people live, making connections with the children's</p>	<p>Diocesan Syllabus</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for the views they have and the connections they make. Talk about what they have learned. <p>Understanding Christianity</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<p>Diocesan Syllabus</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make. Talk about what they have learned and if they have changed their thinking. 	<p>Diocesan Syllabus</p> <ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of

	own experiences.		<p>Understanding Christianity</p> <ul style="list-style-type: none"> ● 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. ● 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. 	<p>their own and giving good reasons for the views they have and the connections they make.</p> <ul style="list-style-type: none"> ● Talk about what they have learned, how their thinking may have changed and why. <p>Understanding Christianity</p> <ul style="list-style-type: none"> ● Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. ● 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.
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