# St Minver School - RE Curriculum Skills Progression

## Source: Cornwall Agreed Syllabus

| Skills | RE teaching and learning should enable pupils to… | | |
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| | **A. Make sense of a range of religious and non-religious worldviews.** | **B. Understand the impact and significance of religious and non-religious worldviews.** | **C. Make connections between religious and non-religious worldviews, concepts, practices and ideas studied.** |
| **EYFS** | Retell stories, talking about what they say about the world, God, human beings.<br><br>Recognise some religious and non-religious words and symbols. | Think about the wonders of the natural world, expressing ideas and feelings.<br><br>Recognise that some religious people have places which have special meaning for them. | Talk about their own views and feelings and understand that not everyone believes the same. |
| **Key Stage 1** | Identify the core beliefs and concepts studied and give a simple description of what they mean.<br><br>Give examples of how stories show what people believe (e.g. the meaning behind a festival).<br><br>Give clear, simple accounts of what stories and other texts mean to believers. | Give examples of how people use stories, texts and teachings to guide their beliefs and actions.<br><br>Give examples of ways in which believers put their beliefs into action. | Think, talk and ask questions about whether the ideas they have been studying have something to say to them.<br><br>Give a good reason for the views they have and the connections they make. |
| **Lower Key Stage 2** | Identify and describe the core beliefs and concepts studied.<br><br>Make clear links between texts/sources of authority and the key concepts studied.<br><br>Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. | Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.<br><br>Describe how people show their beliefs in how they worship and in the way they live.<br><br>Identify some differences in how people put their beliefs into action. | Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.<br><br>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.<br><br>Give good reasons for the views they have and the connections they make. |
| **Upper Key Stage 2** | Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.<br><br>Describe examples of ways in which people use texts / sources of authority to make sense of the core beliefs and concepts.<br><br>Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority. | Make clear connections between what people believe and how they live, individually and in communities.<br><br>Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures). | Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).<br><br>Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.<br><br>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. |