



RE Key questions (Gloucestershire Agreed Syllabus)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F1 Why is the word 'God' so important to Christians?	1.10 What does it mean to belong to a faith community?	1.6 Who is a Muslim and how do they live?	L2.1 What do Christians learn from the Creation story?	L2.3 What is the 'Trinity' and why is it important for Christians?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.2 Creation and science: conflicting or complementary?
F2 Why is Christmas special for Christians?	1.3 Why does Christmas matter to Christians?	1.1 What do Christians believe God is like?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.7 What do Hindus believe God is like?	U2.8 What does it mean to be a Muslim in Britain	U2.11 Why do some people believe in God?
F3 Why is Easter special to Christians?	1.2 Who do Christians say made the world?	1.6 Who is Muslim and how do they live? Part 2	L2.10 How do festivals and worship show what matters to Jewish people?	L2.8 What does it mean to be a Hindu in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?
F4 Being special: where do we belong?	1.9 How should we care for the world and for others, and why does it matter?	1.5 Why does Easter matter to Christians?	L2.4 What kind of world did Jesus want?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.9 Why is the Torah so important to Jewish people?	U2.5 What do Christians believe Jesus did to 'save' people?
F5 What place are special and why?	1.7 Who is Jewish and how do they live? (2 units)	1.4 What is the 'good news' Christians believe Jesus brings?	L2.12 How and why do people try to make the world a better place?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.6 For Christians, what kind of king is Jesus?
F6 What times/stories are special and why?		1.8 What makes some places sacred to believers?	L2.2 What is it like for someone to follow God?	L2.11 How and why do people mark the significant events	U2.10 What matters most to Humanists and Christians?	U2.12 How does faith help people when life gets hard?

RE Knowledge and skills progression

Element	EYFS	KS1	LKS2	UKS2
Making sense of beliefs	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.(EYFS)</p> <p>Understand that some places are special to members of their community. (DM)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.(DM)</p>	<ul style="list-style-type: none"> Identify 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 suggestions about what texts/sources of authority can 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 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 Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority
Understanding the impact	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.(EYFS)</p> <p>Understand that some places are special to members of their community. (DM)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.(DM)</p>	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<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 Identify some differences in how people put their beliefs into practice 	<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 or cultures
Making connections	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.(EYFS)</p> <p>Talk about immediate members of the family and community. (DM)</p> <p>Name and describe people who are familiar to them. (DM)</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 	<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make 	<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 their own and giving good reasons for the views they have and the connections they make