

## RE Progression of Skills and Knowledge

(NOT USED IN THIS PROGRESSION)- Key to understanding this document: Black = National Curriculum objectives    Red = Knowledge/Skills to be taught  
Green = Resources to be used)

<u>Area of Learning</u>	<u>EYFS</u>	<u>Year 1</u> Christianity + Judaism <i>* Touch on Islam</i>	<u>Year 2</u> Christianity + Islam <i>*Refer to prior learning of Judaism</i>	<u>Year 3</u> Christianity + Islam <i>*Refer to prior learning of Judaism</i> <i>* Touch on Hinduism</i>	<u>Year 4</u> Christianity + Hinduism <i>*Refer to prior learning of Islam and Judaism</i>	<u>Year 5</u> Christianity, Humanist + Islam <i>*Refer to prior learning of all other religions taught</i>	<u>Year 6</u> Religions covered, Humanists + non-religious beliefs
<b>BELIEVING</b> Understand and know about a range of religions and worldviews	<ul style="list-style-type: none"> <li>* Shows interest in the lives of people who are familiar to them.</li> <li>* Remembers and talks about significant events in their own experience.</li> <li>*Recognises and describes special times or events for family or friends.</li> <li>* Shows interest in different occupations and ways of life.</li> <li>*Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about some simple ideas about Christian beliefs about God and Jesus</li> <li>*Re-tell a story that shows what Christians might think about God.</li> <li>*Talk about the mezuzah and how it reminds Jewish people of God.</li> <li>*Retell a story that shows Jewish people at the festival of Sukkot or Chanukah might think about God, suggesting what it means.</li> <li>*Identify ways Christians celebrate Christmas/Easter and some ways a festival is celebrated in other religions.</li> <li>*Re-tell stories connected to</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about some simple ideas about Muslim beliefs about God, link to the 99 Names of Allah.</li> <li>*Re-tell a story about the life of the Prophet Muhammed.</li> <li>*Recognise some objects used by Muslims and suggest why they are important.</li> <li>*Re-tell stories from the Christian Bible and other faiths; suggest the meanings of the stories.</li> <li>*Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> </ul>	<ul style="list-style-type: none"> <li>*Describe some of the ways in which Christians Hindu and/or Muslims describe God.</li> <li>*Make connections between stories in the Bible and and what Christians believe about Creation, the Fall and salvation.</li> <li>*Describe some ways that Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>*Describe the practise of prayer in the religions studied.</li> <li>*Make connections between what people believe and about prayer and what they do when they pray.</li> </ul>	<ul style="list-style-type: none"> <li>*Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>*Describe how Christians celebrate Holy Week and Easter Sunday.</li> <li>*Give simple definitions of some key Christian terms (gospels, incarnations, salvation) and illustrate them with events from Holy Week and Easter.</li> <li>* Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li> <li>*Describe what happens in Christian, Hindu (and Jewish)</li> </ul>	<ul style="list-style-type: none"> <li>* Outline clearly a Christian understanding of what God is like, using examples and evidence.</li> <li>* Outline Jesus' teaching on how his followers should live.</li> <li>*Make connections between how believers feel about places of worship in traditions.</li> <li>* Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Mohammed.</li> <li>* Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>* Outline Christian, Hindu and/non-religious beliefs about life after death.</li> <li>*Describe and make connections between examples of religious creativity (buildings and art).</li> <li>* Describe what Christians mean about humans being made in the image of God and being fallen', giving examples.</li> <li>* Make connections between beliefs and behaviour in different religions.</li> <li>* Make connections between belief in ahimsa(harmlessness), grace and Ummah (community), teachings and sources of wisdom in the three religions.</li> </ul>

	<p>* Enjoys joining in with family customs and routines.</p> <p>ELG: *Children talk about past and present events in their own lives and in the lives of family members.</p> <p>*They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>*They know about similarities and differences between themselves and others</p>	<p>Christmas/Easter and another religion and say why these are important to believers.</p> <p>*Recognise and name symbols of belonging from their own experiences, for Christianity and one other religion, suggest that these mean and why they matter.</p> <p>*Give an account of a Christian infant baptism and suggest what actions and symbols mean.</p> <p>*Identify two ways people show they belong to each other when they get married.</p>	<p>*Re-tell Bible stories and stories from other faiths about caring for others and the world.</p>	<p>*Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>*Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>*Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>*Describe some ways in which Christians express their faith through hymns and modern worship songs.</p>	<p>ceremonies of commitment and what these rituals mean.</p> <p>*Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>*Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>* Make connections between stories of temptation and why people can find it difficult to be good.</p>	<p>* Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	
<p><b>EXPRESSING</b> Express ideas and insights about nature, significance and impacts of religions and worldviews</p>		<p>*Talk about how Shabbat is a special day of the week for Jews and give examples of what they do for it.</p> <p>*Ask questions and suggest answers about stories to do with Christian festivals and a story from another religion.</p>	<p>*Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>*Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>*Ask good questions during a school visit about what happens</p>	<p>*Suggest why having a faith or belief in something can be hard.</p> <p>*Identify how and say why it makes a difference in people's lives to believe in God.</p> <p>*Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>*Describe ways in which prayer can</p>	<p>* Identify the most important parts of Easter for Christians and say why they are important.</p> <p><b>REVISIT:</b> *Describe and comment on similarities and differences between how Christians, Hindus and Muslims pray.</p> <p>*Explain similarities and differences about how people pray.</p>	<p>* Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenged.</p> <p>* Express thoughtful ideas about the impact of believing and not believing in God on someone's life.</p> <p>*Offer interpretation of two of Jesus' parables and say</p>	<p>* Express ideas about how and why religions can help believers when times are hard, giving examples.</p> <p>* Explain some similarities and differences between beliefs about life after death.</p> <p>* Explain some reasons why Christians and Humanists have different ideas about the afterlife.</p>

		<p>in a church or mosque. *Identify ways that some people make response to God by caring for others and the world.</p>	<p>comfort and challenge believers. *Describe and comment on similarities and differences between how Christians, Hindus and Muslims pray. *Ask questions and give ideas about what matters most to believers in festivals. *Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it must be hard sometimes.</p>	<p>* Suggest reasons why marking the milestones of life are important to Christians, Hindus (and Jewish people). * Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. * Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. * Give examples of ways in which some inspirational people have been guided by their religion.</p>	<p>what they might teach Christians about how to live. * Explain the impact Jesus' example and teachings might have on Christians today. * Select and describe the most important functions of a place of worship for the community. * Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. * Describe and reflect on the significance if the Holy Qur'an to Muslims.</p>	<p>* Show understanding of value of sacred buildings and art. * Suggest reasons why some believers see generosity and charity as more important than buildings and art. * Describe some Christian and Humanist values simply. * Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. *Outline the challenges of being a Hindu, Christian or Muslim in Britain today. * Consider similarities and differences between beliefs and behaviour in different faiths.</p>
<p><b>LIVING</b> Gain and deploy skills needed to engage seriously with religions and worldviews</p>	<p>*Talk about issues of good and bad, right and wrong arising from stories. *Ask some questions about believing in God and offer ideas of their own. *Respond to examples of</p>	<p>*Ask and suggest answers to questions arising from stories Jesus told and from other religions. *Talk about issues of good and bad, right and wrong arising from stories. *Describe some of the ways in which</p>	<p>*Ask questions and suggest some of their own responses to ideas about God. *Discuss their own and others ideas about how and why humans do bad things and how people try to put things right.</p>	<p>*Link some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. *Discuss links between actions of Hindus in helping others and ways in</p>	<p>* Present different views on why people believe in God or not, including their own ideas. * Express their own understanding of what Jesus would do in relation to moral dilemma from the world today.</p>	<p>* Apply ideas about values and from scriptures to the title question. * Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of</p>

		<p>cooperation between different people. *Collect examples of what people do, give, sing, think about at the religious festivals studied, say why they matter to believers.</p>	<p>people use music in worship, and talk about the different kinds of music makes them feel. *Talk about texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed it more. *Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>	<p>*Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. *Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>which people of other faiths and beliefs, including pupils themselves, help others. * Discuss their own and others' ideas about how people decide right and wrong.</p>	<p>* Present ideas about the importance of <i>people</i> in the place of worship, rather than the <i>place</i> itself.</p>	<p>others they have studied.</p>
<p>Key Vocabulary</p>	<p>Christianity, Judaism, story, believe, festival, God, symbol, celebrate, shabbat, mezuzah, candles, challah bread.</p>	<p>Christian, Jew, Muslims, believers, Bible, Qu'ran, (Torah), church, mosque, (synagogue), worship,  Church: alter, cross, font, candles, light, vicar/priest.  Mosque: wudu, prayer mat, prayer bead, imam.</p>	<p>Prayer, symbols, beliefs, Hinduism, Hindus, attributes of God (99 names of Allah and Holy Trinity), beliefs, practice, Eid, Christmas,</p>	<p>Holy week, Easter, Palm Sunday, Good Friday, death and resurrection, Holy Spirit, Je sus, baptism, sacred thread ceremony (Hinduism), life after death.</p>	<p>Humanist, atheist, theist, adnostic, love, forgiveness, justice, fairness, generosity, Kingdom of God, pilgrimage, five pillars of Islam, sunnah, hadith.</p>		<p>Life after death, judgement, karma, reincarnation, art, calligraphy, geometrical art, architecture, charity, fairness, honesty, code for living (Humanist).</p>