



Religious Education

Progression of Skills and Knowledge

Aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principal aim:

Know about and understand a range of religious and non-religious worldviews¹, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom² found in religious and non-religious worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:

- explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all

- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

EYFS						
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they’ve heard and ask questions to clarify their understanding.				People, culture and communities 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.		
Past and present Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books read in class and story telling						
Religion	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Say how it felt to make something. Remember the Christian Creation story and talk about it. Express an opinion about the Christian belief about Creation.	Say when I have been kind to others, even when it was difficult. Re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. Say if I think Christians should	Explain why Christmas means to me and talk about whether this involves giving and receiving gifts. Start to explain the Christian belief that Jesus was God in human form.	Design a symbolic object to show the significance of Christmas to me. Describe one thing a Christian might learn about Jesus from a Christmas symbol. Ask questions about what	Start to explain the Christian belief that Jesus was the incarnation of God. Start to express an opinion on whether the Christmas story is true. Describe some of the characteristics	Explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating. Describe some of the ways that Christians would celebrate Christmas and start to understand which

	Talk about a gift that is special to me. Remember some of the Christmas story. Suggest a gift I would like to give Jesus. Can talk about my friends and why I like them. Remember a story about Jesus showing friendship and talk about it. Says how Jesus tried to be a good friend. Talk about a person I admire. Recall parts of the Easter story.	be kind and give a reason. Say how I could help solve a problem by showing love. Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. Say why Christians think God gave Jesus to the world. Recall what Christians believe happened on Easter Sunday. Start to suggest a different explanation as to	Start to explain what Christmas means to Christians. Talk about some of the things in the world that people think of as miracles. Explain one Christian viewpoint about one of Jesus' healing miracles. Start to say whether I believe Jesus actually healed people or not. Suggest how a person may rescue/help others in difficult situations.	Christmas means to Christians. Suggest why there may be problems in the world and how people could help solve them. Talk about what sort of help I might need to show forgiveness. Describe what a Christian might learn about forgiveness from a Biblical text. Show an understanding of how Christians believe God can help them show forgiveness.	that make me me, even when playing different roles. Start to explain whether God intended Jesus to be crucified. Start to express my opinion about Jesus' crucifixion being his destiny/purpose. Express my own views about life after death. Describe how different practices enable Christians to show their commitment to God and understand that some are more significant.	of them would help them understand who Jesus was and why he was born. Explain that people may celebrate Christmas in different ways and say whether or not this relates to Jesus. Express the feelings I have when I think about situations I would like to last forever. Make links between different Christian beliefs and their views on whether anything is eternal.
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	Start to show an understanding that Jesus is special to Christians and say why. Units: T1 -Does God want Christians to look after the world? T2 – What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? T3 – Was it always easy for Jesus to show friendship? T4 – why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	what happened to Jesus after the empty tomb Explain why agreements are important and why they should be kept. Units: T1 – Is it possible to be kind to everyone all of the time? T2 – Why do Christians believe God gave Jesus to the world? T4 – How important is it to Christians that Jesus came back to life after His crucifixion?	Start to tell you why Christians believe Jesus' death is important. Start to reflect on whether I agree with Christian beliefs about Jesus' death. Discuss why it is important to share even though it is not always easy. Units: T2 -Has Christmas lost its true meaning? T3 – Could Jesus heal people? Were those miracles or is there some other explanation?	Describe some of the ways Christians use churches to worship/celebrate Holy Communion/baptism. Understand the impact a Christian's special place has on him/her. Units: T2 – what is the most significant part of the nativity story for Christians today? T4 – Is forgiveness always possible for Christians? T6 – Do people need to go to church to show that they are Christians?	Explain why I think some ways of showing commitment to God would be better than others for Christians. Units: T2 – Is the Christmas story true? T4 – How significant is it for Christians to believe God intended Jesus to die? T6 – What is the best way for a Christian to show commitment to God?	Reflect on my own beliefs about whether anything is eternal. Explain how the influence people have had on me has affected what I see as important. Explain how the idea that Christianity is a strong religion can be counteracted. Give my opinion as to whether Christianity is a strong religion now. Give examples of times my choices have been influenced and may have
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			T4-What is 'good' about Good Friday?			changed given the consequences that follow. Units T2 – How significant is it that Mary was Jesus' mother and do Christmas traditions help understand who Jesus was and why he was born? T3- Is anything ever eternal? T4 – Is Christianity still a strong religion 2000 years after Jesus was born?
Key Vocabulary	Creation: Adam Eve Christmas: Mary, Joseph, gold, frankincense, myrrh	Samaritan Parable Advent Easter egg Hot cross bun Resurrection				

	Easter: Palm Sunday Palm cross Jesus Gift Friendship Special					
Judaism	Explain my favourite day of the week and talk about food I would like to share in a special meal. Use the right names for things that are special to Jewish people during Shabbat. Start to make a connection between being Jewish and decisions about behaviour. Say how it feels to say sorry and	Talk about why I do what some people ask but not others. Talk about the Seder meal with some detail and correct vocabulary. Suggest what I think are the most and least important things Jews do that God asks them to do. Say what I believe happens when you die and say how I remember people close to me				

	what I have said sorry for. Say something about Rosh Hashanah or Yom Kippur. Choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. Units: T5 – Is Shabbat important to Jewish children? T6 – Are Rosh Hashanah and Yom Kippur important to Jewish children?	Tell a story about Abraham or Moses and say why one of these men is important to Jews today. Start to explain the significant of one thing Jews do and say how it shows their special relationship with God. Explain why I could do certain things at certain ages. Talk about one of the ways Jews show commitment to God and say why it might be important.				
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		Units: T3 – How important is it for Jewish people to do what God asks them to do? T5 – How special is the relationship Jews have with God? T6 – What is the best way for a Jew to show commitment to God?				
Key Vocabulary	Shabbat Challah Rosh Hashanah You Yuppur Shofar Chanukah Dreidel Judas Macceebee					
Hinduism					Show an understanding of why people show commitment in different ways.	

					Describe how different practices enable Hindus to show their commitment to God. Express why I think Hindus might choose different ways to show their commitment to God. Start to explain how 'true' could mean different things to different people. Compare Hindu and Christian beliefs relating to life after death. Express my own views about Hindu beliefs and whether they	
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					make sense to me or not. Show an understanding of why people show commitment in different ways. Units: T1 – What is the best way for a Hindu to show commitment to God? T3 – How can Brahman be everywhere and everything? T5 – Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	
Sikhism			Describe some ways that Sikhs share and begin to explain why this is important			

			to them because of their beliefs. Begin to tell you if I think sharing is important to Sikhs or not. Start to evaluate the ways I show more or less commitment. Describe some of the ways Sikhs show commitment to God. Start to evaluate which was may show more or less commitment to God for Sikhs. Units: T1-Does joining the Khalsa make a person a better Sikh?			
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			T5 – Do Sikhs think it is important to share? T6 – What is the best way for a Sikh to show commitment to God?			
Buddhism				Start to show an understanding of why people think it is difficult to be happy all the time. Tell you some of the things Siddhattha did to try to be happy and explain why I think it didn't work for him. Begin to show an understanding of what being happy means to Buddhists.		

				Recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. Give an example of how Buddhists could learn from this and put the teaching into practice. Describe one of my 'good' choices and the consequence of it. Describe how aspects of the 8 fold path would help Buddhists know how to live good lives. Start to tell you why some aspects		
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				of the 8 fold path might be hard for some Buddhists to stick to. Explain some of the feelings my special place gives me and suggest why that is. Units: T1 –Is it possible for everyone to be happy? T3 – Can the Buddha’s teachings make the world a better place? T5 – What is the best way for a Buddhist to lead a good life?		
Islam						Show an understanding of why people show commitment in different ways.

						Describe how different practices enable Muslims to show their commitment to God. Think of some ways of showing commitment to God that would be better than others for Muslims. Explain how believing in Akhirah influences Muslims to do their best. Recognise what motivates me to lead a good life and compare it with Muslims.
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						Give examples of times when I misinterpreted something. Explain 2 different Muslim interpretations of Jihad Units: T1 – What is the best way for a Muslim to show commitment to God? T 5+6 – Does belief in Akhirah (life after death) help Muslims lead good lives?
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