



Religious Education: Progression of knowledge and skills

RE: Key Stage 1			
Believing	Expressing	Living	
<p><i>Know about and understand a range of religions and worldviews</i></p> <p><i>Recall and name different beliefs and practises including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.</i></p> <p><i>Retell and suggest meanings to some religious and moral stories exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</i></p> <p><i>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</i></p>	<p><i>Express ideas and insights about the nature, significance and impact of religions and worldviews.</i></p> <p><i>Ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to a community might make.</i></p> <p><i>Observe and recount different ways of expressing identity and belonging responding sensitively for themselves.</i></p> <p><i>Notice and respond sensitively to some similarities between different religions and worldviews.</i></p>	<p><i>Gain and deploy the skills needed to engage seriously with religions and worldviews.</i></p> <p><i>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</i></p> <p><i>Find out about and respond with ideas to examples of co-operation between people who are different.</i></p> <p><i>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</i></p>	
Year 1	<ul style="list-style-type: none"> • Who is a Christian and what do they believe? <p><i>Talk about some simple ideas about Christian beliefs about God and Jesus.</i></p> <p><i>Retell a story that shows what Christians might think about God and suggest what it means.</i></p>	<ul style="list-style-type: none"> • How and why do we celebrate special and sacred times? <p><i>Identify some ways Christians celebrate Easter and some ways a festival is celebrated within another religion.</i></p> <p><i>Retell stories connected with Easter and a festival from another religion.</i></p>	<ul style="list-style-type: none"> • What does it mean to belong to a faith community? <p><i>Recognise and name some symbols of belonging from their own experience for Christians and Jewish people, suggesting what these might mean and how they matter to believers.</i></p>

	<p><i>Talk about issues of good, bad, right and wrong arising from stories.</i></p> <p><i>Ask some questions about believing in God and offer some ideas of their own.</i></p>	<p><i>Ask questions and suggest answers about stories to do with Easter and a festival from another religion.</i></p> <p><i>Collect examples of what people do, give, sing, remember or think about at Easter and why they matter to believers.</i></p> <ul style="list-style-type: none"> • What makes some places sacred? <p><i>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.</i></p> <p><i>Talk about ways in which stories, objects, symbols and actions used in churches or synagogues show what people believe.</i></p> <p><i>Describe some of the ways in which people use different music in worship and talk about how it makes them feel.</i></p> <p><i>Ask good questions about what happens in a church or synagogue.</i></p>	<p><i>Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</i></p> <p><i>Identify two ways people show they belong to each other when they get married.</i></p> <p><i>Respond to examples of co-operation between different people.</i></p>
<p>Year 2</p>	<ul style="list-style-type: none"> • Who are the Jewish people and what do they believe? <p><i>Talk about how the mezuzah in the home reminds Jewish people about God.</i></p> <p><i>Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate</i></p>	<ul style="list-style-type: none"> • How and why do we celebrate special and sacred times? <p><i>Identify some ways Jewish people celebrate Passover and some ways a festival is celebrated within another religion.</i></p> <p><i>Retell stories connected with Passover and a</i></p>	<ul style="list-style-type: none"> • How should we care for others and the world and why does it matter? <p><i>Retell Bible stories and stories from the Jewish tradition about caring for others and the world.</i></p> <p><i>Identify ways that some people make a response to God by caring for others and the world.</i></p>

<p><i>Shabbat.</i></p> <p><i>Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God and suggest what it means.</i></p> <p><i>Ask some questions about believing in God and offer some ideas of their own.</i></p> <ul style="list-style-type: none"> • <i>What can we learn from sacred books?</i> <p><i>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</i></p> <p><i>Retell stories from the Christian Bible and the Jewish Torah; suggest the meaning of these stories.</i></p> <p><i>Ask and suggest answers to questions arising from stories Jesus told and from the Jewish tradition.</i></p> <p><i>Talk about issues of good, bad, right and wrong arising from stories.</i></p>	<p><i>festival from another religion.</i></p> <p><i>Ask questions and suggest answers about stories to do with Passover and a festival from another religion.</i></p> <p><i>Collect examples of what people do, give, sing, remember or think about at Passover and why they matter to believers.</i></p>	<p><i>Talk about issues of good and bad, right and wrong arising from stories.</i></p> <p><i>Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this rule more.</i></p> <p><i>Use creative ways to express their own ideas about the creation story and what it says about God.</i></p>
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RE: Lower Key Stage 2

Believing

Know about and understand a range of religions and worldviews

Describe different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

Describe stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Explore a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Expressing

Express ideas and insights about the nature, significance and impact of religions and worldviews.

Observe varied examples of religions and worldviews so that they can explain their meanings and significance to individuals and communities.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.

Observe and consider different dimensions of religion, so that they can explore similarities and differences within different religions and worldviews.

Living

Gain and deploy the skills needed to engage seriously with religions and worldviews.

Discuss and present thoughtfully their own views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

Consider ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Discuss and apply their own ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- What do different people believe about God?

Describe some of the ways in which Christians and Muslims describe God.

Ask questions and suggest some of their own responses to ideas about God.

Suggest why having a faith or belief in something can be hard.

Identify how and say why it makes a difference in people's lives to believe in God.

- Why is the Bible so important for Christians today?

Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.

Give examples of how and suggest reasons why Christians use the Bible today.

Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.

Discuss their own and others' ideas about why humans do bad things and how people try to put things right.

- Why are festivals important to religious communities?

Make connections between stories, symbols and beliefs with what happens in at least two festivals.

Ask questions and give ideas about what matters most to believers in festivals (Easter, Eid).

Identify similarities and differences in the way festivals are celebrated within and between religions.

Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.

- Why do people pray?

Describe the practice of prayer in the Judaism and Christianity.

Make connections between what people believe about prayer and what they do when they pray.

Describe ways in which prayer can comfort and challenge believers.

Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.

- What does it mean to be a Christian in Britain today?

Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.

Describe some ways in which Christian express their faith through hymns and modern worship songs.

Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.

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.

- Why is Jesus inspirational to some people?

Make connections between some of Jesus' teachings and the way Christians live today.

Describe how Christians celebrate Holy Week and Easter Sunday.

Identify the most important parts of Easter for Christians and say why they are important.

Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.

- Why are festivals important to religious communities?

Make connections between stories, symbols and beliefs with what happens in at least two festivals (one to be Islamic).

Ask questions and give ideas about what matters most to believers in festivals.

Identify similarities and differences in the way festivals are celebrated within and between religions.

Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.

- Why do some people think that life is like a journey and what significant experiences mark this?

Suggest why some people see life as a journey and identify some of the key milestones on this journey.

Describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean.

Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people.

- What does it mean to be a Hindu in Britain today?

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.

Describe some ways in which Hindus express their faith through puja, aarti and bhajans.

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.

Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

- What can we learn from religions about deciding what is right and wrong?

Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.

Make connections between stories of temptation and why people can find it difficult to be good.

Give examples of ways in which some inspirational people have been guided by their religion.

Discuss their own and others' ideas about how people decide right and wrong.

		<p><i>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</i></p>	
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RE: Upper Key Stage 2

Believing	Expressing	Living
<p><i>Know about and understand a range of religions and worldviews</i></p> <p><i>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</i></p> <p><i>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</i></p> <p><i>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</i></p>	<p><i>Express ideas and insights about the nature, significance and impact of religions and worldviews.</i></p> <p><i>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</i></p> <p><i>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</i></p> <p><i>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</i></p>	<p><i>Gain and deploy the skills needed to engage seriously with religions and worldviews.</i></p> <p><i>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</i></p> <p><i>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</i></p> <p><i>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</i></p>
<p>Year 5</p> <ul style="list-style-type: none"> • Why do some people think God exists? <p><i>Outline clearly a Christian understanding of what God is like, using examples and evidence.</i></p> <p><i>Give examples of ways in which believing in God is valuable in the lives of Christians, and</i></p>	<ul style="list-style-type: none"> • If God is everywhere, why go to a place of worship? <p><i>Make connections between how believers feel about places of worship in different traditions.</i></p> <p><i>Select and describe the most important functions of a place of worship for the community.</i></p>	<ul style="list-style-type: none"> • What does it mean to be a Muslim in Britain today? <p><i>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</i></p> <p><i>Describe and reflect on the significance of the Holy</i></p>

	<p><i>ways in which it can be challenging.</i></p> <p><i>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</i></p> <p><i>Present different views on why people believe in God or not, including their own ideas.</i></p> <ul style="list-style-type: none"> • What would Jesus do? Can we live by the values of Jesus in the 21st Century? <p><i>Outline Jesus' teaching on how his followers should live.</i></p> <p><i>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</i></p> <p><i>Explain the impact Jesus' example and teachings might have on Christians today.</i></p> <p><i>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</i></p>	<p><i>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</i></p> <p><i>Present ideas about the importance of people in a place of worship, rather than the place itself.</i></p>	<p><i>Qur'an to Muslims.</i></p> <p><i>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</i></p> <p><i>Make connections between the key functions of the mosque and the beliefs of Muslims.</i></p>
<p>Year 6</p>	<ul style="list-style-type: none"> • What do religions say to us when life gets hard? <p><i>Express ideas about how and why religion can help believers when times are hard, giving examples.</i></p>	<ul style="list-style-type: none"> • Is it better to express your beliefs in art and architecture of charity and generosity? <p><i>Describe and make connections between examples of religious creativity (buildings and art).</i></p>	<ul style="list-style-type: none"> • What difference does it make to believe in grace, ummah or ahimsa? <p><i>Make connections between beliefs and behaviour in different religions.</i></p>

<p><i>Outline Christian, Hindu and non-religious beliefs about life after death.</i></p> <p><i>Explain some similarities and differences between beliefs about life after death.</i></p> <p><i>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</i></p>	<p><i>Show understanding of the value of sacred buildings and art.</i></p> <p><i>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</i></p> <p><i>Apply ideas about values and from scriptures to the title question.</i></p>	<p><i>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</i></p> <p><i>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</i></p> <p><i>Consider similarities and differences between beliefs and behaviour in different faiths.</i></p> <ul style="list-style-type: none"><i>• What matters most to Christians and Humanists?</i> <p><i>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</i></p> <p><i>Describe some Christian and Humanist values simply.</i></p> <p><i>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</i></p> <p><i>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</i></p>
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