



### RE Skills and Knowledge Ladder

	<p>Bible Friends Family Special Friend</p>	<p>Bible Christian Holy Founders Mohammed Jesus Friend</p>	<p>God Jesus Christians Parable Good Bad Right Wrong Moral Bible Belief</p>	<p>Mezuzah Jewish People Torah Shabbat Sukkot Chanukah Pesach Moral Good Bad Right Wrong</p>	<p>Muslims Islam Allah Mohammed Prophet Creation Genesis Adam and Eve Salvation Metaphor Similie Atonement</p>	<p>Comparison Holy Week Easter Palm Sunday Ash Wednesday Shrove Tuesday Lent Maundy Thursday Good Friday Easter Sunday Hoseanna The Last Supper Crucifixion Resurrection Gospel Incarnation Salvation Entry into Jerusalem Jesus' Betrayal Arrest at the Mount of Olives The empty tomb Jesus' appearance to Mary Magdalene and the disciples Symbol New life Death Life after life Heaven</p>	<p>Impact Consequence Atheist Agnostic Theist Disciples Parable Gospel Dilemma</p>	<p>Struggle Belief Faith Resilience After life Svarga loka Heaven Salvation Damnation Humanism Hinduism Hindu Opposing</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
<p><b>Expressing</b></p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>Talk about different places and identify somewhere special to themselves or others.</p>	<p>Talk about somewhere that is special to them, saying why.</p> <p>Understand that sometimes are special to believers and begin to understand why.</p>	<p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p>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.</p>	<p>Observe and recount different ways of expressing identity and belonging responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Observe varied examples of religions and worldviews so that they can explain their meanings and significance to individuals and communities.</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.</p> <p>Observe and consider different dimensions of religion, so that they can explore similarities and differences within different religions and worldviews.</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>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.</p> <p>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.</p>
	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge
	<p>Discuss why some places are special and what makes them significant.</p> <p>Give examples of special occasions and suggest features of a good celebration.</p>	<p>Be aware that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Identify some significant features of sacred places.</p> <p>Recognise a place of worship.</p> <p>Recall simple stories connected with Christmas/ Easter and a festival from another faith.</p> <p>Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p>	<p>Identify some ways Christians celebrate Easter and some ways a festival is celebrated within the Jewish religion.</p> <p>Retell stories connected with Easter and a festival from another religion.</p> <p>Ask questions and suggest answers about stories to do with Easter and a festival from another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at Easter and why they matter to believers.</p> <p>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.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches or synagogues show what people believe.</p> <p>Describe some of the ways in which people use different music in worship and talk about how it makes them feel.</p>	<p>Identify some ways Jewish people celebrate Passover and some ways a festival is celebrated within another religion.</p> <p>Retell stories connected with Passover and a festival from another religion.</p> <p>Ask questions and suggest answers about stories to do with Passover and a festival from another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at Passover and why they matter to believers.</p>	<p>Identify some ways Jewish people celebrate Passover and some ways a festival is celebrated within another religion.</p> <p>Retell stories connected with Passover and a festival from another religion.</p> <p>Ask questions and suggest answers about stories to do with Passover and a festival from another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at Passover and why they matter to believers.</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (Easter, Eid).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Describe the practice of prayer in the Judaism and Christianity.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians,</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (one to be Islamic).</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people.</p>	<p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p>

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			<i>Ask good questions about what happens in a church or synagogue.</i>		<i>Muslims and Hindus pray.</i>	<i>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</i>		
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Special Celebration	Church Special Place Font Pulpit Altar Christmas Easter Festival Celebration	Holy Week Easter Shrove Tuesday Lent Palm Sunday Good Friday Easter Sunday Hoseanna The empty tomb New life Death Life after life Heaven Easter Garden Flowering the Cross Hymns Psalms Cross Shabbat Creator Challah Sabbath Kiddush Cup Havdalah Siddur Ark Bimah Torah Font Nave Alter Lecturn	Moses Sedar Passover Pesach Unleavened Bread Matzah Haggadah	Festival Islam Muslim Allah Muhammed Creation Fast Ramadan Eid-al-fitr Eid-al-Adha Calligraphy Shahadah Holy Qu'ran Angel Jibril Mount Hira Prayer beads Prayer mat, Qur'an and stand, Compass, Prayer Hindus Hinduism Puja	Story Symbol Belief Festival Celebration Believers Comparison Journey Milestones Life Birth Death Marriage Commitment Ritual	Places of worship Mosque Masjid Temple Synagogue Church Congregation Worshipers Believers Church - altar, cross, crucifix, font, lectern, candles and the symbol of light: icons, stations of the cross; baptismal pool; pulpit Synagogue - ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah o Mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.	Religious Creativity Sacred Architecture Generosity Values	

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<p><b>Living</b></p> <p>. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<p>Talk about times when they have felt special</p>	<p>Re-tell religious stories making connections with personal experiences.</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p>	<p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>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.</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge
	<p>Record occasions when things have happened in their lives that made them feel special.</p> <p>Express ideas about how to look after animals and plants.</p>	<p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Re-tell stories, talking about what they say about the world, God, human beings.</p> <p>Talk about how the world can be damaged by the actions of humans and how we can prevent this.</p>	<p>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.</p> <p>Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Respond to examples of co-operation between different people.</p>	<p>Retell Bible stories and stories from the Jewish tradition about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p> <p>Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this rule more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about God.</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 Christian express their faith through hymns and modern worship songs.</p> <p>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.</p> <p>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>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>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.</p> <p>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.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational</p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>

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						<p><i>people have been guided by their religion.</i></p> <p><i>Discuss their own and others' ideas about how people decide right and wrong.</i></p>		<p><i>different points of view.</i></p>
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	<p>Special Kind Animals Plants Care</p>	<p>Christening Special Baptism Welcome Shahadah Damage Environment</p>	<p>Baptism Font Light of the World Godparents Crucifix Fish symbol Candles Water Star of David Menorah Dreidel Marriage Rings Vows Co-operation</p>	<p>Caring Environment World Tzedakah (charity) The Good Samaritan Golden Rule "Treat others how you yourself would wish to be treated" Adam and Eve Creation Genesis</p>	<p>Faith Charity Hymns Helping Caring</p>	<p>Dharma Karma Artha Moksha Puja Aarti Bhajans Temptation</p>	<p>Five pillars Muhammad Qur'an Mosque</p>	<p>Ahimsa Grace Ummah Image of God Fallen Humanist Moral Code</p>