

Progression of Skills – RE

| Year 1 | | Topic |
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| Making Sense of Beliefs | give clear, simple accounts of what a story means to followers of a religion | Christians, Muslims |
| | identify some of the key Muslim beliefs about God | Islam |
| | recognise that Jesus gives instructions about how to behave | Christianity |
| | Identify three objects used in worship in special places, how they are used and their meaning | Places of Worship Christianity, Islam, Judaism |
| Understanding the Impact | give at least two examples of a way in which a faith show their belief in their God | Christianity, Islam |
| | give examples of how religious believers use stories to guide their beliefs and actions | Christianity, Islam |
| | give simple examples of how people worship at a church, mosque or synagogue | Places of Worship Christianity, Islam, Judaism |
| | talk about why some people like to belong to a sacred building or a community | Christians, Muslims or Jews |
| Making Connections | think, talk and ask questions about whether they can learn anything from stories for themselves, exploring different ideas | Easter Christmas |
| | give a reason for the ideas they have and the connections they make | Christianity, Islam |
| | think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas | Places of Worship Christianity, Islam, Judaism |

| Year 2 | | Topic |
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| Making Sense of Beliefs | Identify and name at least 3 different religious festivals, giving two facts about each one. | Celebrating Significant times Christmas, Eid, Hannukah |
| | recognise that sacred texts contain stories which are special to many people and should be treated with respect | Learning from sacred books/stories |
| | give an example of a key belief some people find in one of these stories | Christianity, Islam, Judaism |
| Understanding the Impact | Give simple examples of the ways a festival makes a difference e.g. to emotions, families, link with own experiences | Celebrating Significant times Christmas, Eid, Hannukah |
| | give examples of how Christians and Jews can show care for the Earth and others. | Christianity, Judaism |
| | recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say | Learning from sacred books/stories |
| | give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...' | Christianity, Judaism, Islam |
| Making Connections | talk about links between how people celebrate today and old stories | Celebrating Significant times Christianity, Islam, Judaism |
| | suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories | Learning from sacred books/stories |
| | think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world | Caring for the Earth- Christianity, Islam, Judaism |

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| | notice and find out about the different ways leaders are admired in different religions | Inspiring stories Christianity, Islam, Judaism |
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| Year 3 | | Topic |
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| Making Sense of Beliefs | identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean | Life as a Journey Christians, Hindus, Muslims, non-religious people. |
| | Identify and describe Hindu, Jewish and Sikh beliefs and values | Hinduism Sikhism Judaism |
| | make links between religious beliefs and teachings and why people try to live and make the world a better place | Making the world a better place Christians, Muslims, Sikhs, non- religious people. |
| Understanding the Impact | make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) | Life as a Journey Christians, Hindus, Muslims, non-religious people. |
| | describe how people show their identity and faith in dress, behaviour and values | Hinduism Sikhism Judaism Christianity 'Holy Week' |
| | describe some examples of how people try to live (e.g. individuals and organisations) | Making the world a better place Christians, Muslims, Sikhs, non- religious people. |
| Making Connections | make links between ideas of love, commitment and promises in religious and non-religious ceremonies | Life as a Journey Christians, Hindus, Muslims, non-religious people. |
| | raise questions and suggest answers about what is good about being a Hindu/Sikh in Britain today, and personal reflection in Judaism, making links between their own ideas and values | Hinduism Sikhism Judaism |
| | make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas | Making the world a better place Christians, Muslims, Sikhs, non- religious people. |

| Year 4 | | Topic |
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| Making Sense of Beliefs | explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show | What are the deeper meanings of the festivals? Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations |
| | identify and describe how key actions, features, artefacts and texts help people worship in different religions | Where, how and why do people worship? Muslims, Jews, Christians |
| | make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' | What kind of world did Jesus want? Christians |
| Understanding the Impact | describe how people show devotion to God and commitment to key values in their festivals | What are the deeper meanings of the festivals? Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations |
| | make simple connections between sacred texts and the ways believers worship today | Where, how and why do people worship? Muslims, Jews, Christians |

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| | give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways | What kind of world did Jesus want? Christians |
| Making Connections | make links between different religions, which all celebrate the triumph of goodness over evil | What are the deeper meanings of the festivals? Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations |
| | express their own ideas about the meaning and value of worship | Where, how and why do people worship? Muslims, Jews, Christians |
| | make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas | What kind of world did Jesus want? Christians |

| Year 5 | | Topic |
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| Making Sense of Beliefs | explain connections between biblical texts and Christian ideas of God, using theological terms | Christians |
| | identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences | Christians, Muslims and/or Jews and/or Hindus, non-religious people. |
| | taking account of the context, suggest meanings of texts (Gospel texts/ Story of the Man in the Well) studied, and compare their own ideas with ways in which Christians/ Hindu beliefs (samsara, moksha, dharma). | Christianity, Hinduism |
| | describe examples of texts or quotes which explain what an ideal way of life might be | Hindus, Sikhs, Jewish people, Muslims. |
| | compare their ideas about justice and fairness with those studied in Islam and Christianity | Justice and poverty Christians, Muslims, non-religious people. |
| Understanding the Impact | make clear connections between what people believe about God, using texts studied, and how they respond to challenges in life (e.g. suffering, bereavement) | How does faith enable resilience? Christians, Muslims and/or Jews and/or Hindus, |
| | make clear connections between beliefs and ways in which religious believers live | Christianity Hinduism |
| | describe clearly examples of the impact of charitable work in the world today | Justice and poverty Christians, Muslims, non-religious people. |
| | give examples of the impact of faith on life | How and why do some people inspire others? Hindus, Sikhs, Jewish people, Muslims. |
| Making Connections | weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own | What does it mean if Christians believe God is holy and loving? Christians |
| | interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these | How does faith enable resilience? Christians, Muslims and/or Jews and/or Hindus, non-religious people. |
| | Make connections between beliefs studied and how and why they are important | Christianity Hinduism |
| | explain the importance of the idea that God loves justice and is just to Muslims and Christians | Justice and poverty Christians, Muslims, non-religious people. |
| | explain the importance of role models from different religions | How and why do some people inspire others? Hindus, Sikhs, Jewish people, Muslims. |

| Year 6 | | Topic |
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| | identify and explain what religious and non-religious people believe about God, saying where they get their ideas from | Christians, Muslims, non-religious people. |

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| Making Sense of Beliefs | Identify and explain beliefs about God, Prophets and Sacred books | Christianity Islam |
| | identify what type of text some Christians say Genesis 1 is, and its purpose | Creation and science Christians, non-religious people. |
| | identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) | Values Christians and non-religious people |
| | explain beliefs about the value of religious and cultural diversity in their local town/community | What will make our community a more respectful place? |
| Understanding the Impact | make clear connections between what people believe about God and the impact of this belief on how they live | Why do some people believe in God and some people not? |
| | make clear connections between beliefs and how this is put into practice in different ways | Christianity Islam |
| | make clear connections between Genesis 1 and Christian belief about God as Creator | Creation and science Christians, non-religious people. |
| | make clear connections between Christian and Humanist ideas about being good and how people live | Values Christians and non-religious people |
| | make clear connections between belief in the 'Golden Rule' and the needs of a mixed community | What will make our community a more respectful place? |
| Making Connections | consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not | Why do some people believe in God and some people not? |
| | weigh up the value and impact of ideas of sacrifice (Christianity) and submission, obedience, generosity, self-control and worship (Islam) in their own lives and the world today | Christianity Islam |
| | identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses | Creation and science: conflicting or complementary? Christians, non-religious people. |
| | raise important questions and suggest answers about how and why people should be good | Values: What matters most to Humanists and Christians? |
| | explain the importance of tolerance, respect and liberty for all in making a community that is harmonious | What will make our community a more respectful place? |