

Progression of Skills in Religious Education

Themes	EYFS	KS1		LKS2		UKS2	
	Reception Pupils can:	Year 1 Pupils can use religious phrases and words to:	Year 2 Pupils can use religious phrases and words to:	Year 3 Pupils can use an increasing religious vocabulary to:	Year 4 Pupils can use an increasing religious vocabulary to:	Year 5 Pupils can use a developing religious vocabulary to:	Year 6 Pupils can use a developing religious vocabulary to:
<p>How beliefs are expressed</p> <p>Religious stories.</p>	<p>L C ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>EAD B I E ELG Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Recount outlines of some religious stories.</p> <p>Sequence two or more images from religious stories e.g. The Lost Sheep, Creation, Christmas</p> <p>Recognise and recall Christian stories and those of other religions.</p>	<p>Retell religious stories.</p> <p>Sequence the main events of a religious story in order E.g. Moses, Easter, Christmas.</p> <p>Use a biblical story as a basis for their own story on a given theme or value.</p> <p>Decide and give a reason for which aspects of the Easter Story are most important to the church or Christians.</p>	<p>Retell stories from the New Testament, including the story of the Last Supper, suggesting the meaning the story has for a Christian.</p> <p>Retell a story that shows the authority of Jesus, suggesting how a Christian might understand the story</p> <p>Make a link between the way a parable or religious story is used in religious teaching and the impact it has on a child belonging to the faith.</p> <p>Looking at holy texts and stories, explain meaning in a story.</p> <p>Give a definition of 2 religious concepts with reference to a religious story or practice.</p>	<p>Looking at holy texts and stories, explain meaning in a story.</p> <p>Describe some of the things that Christians learn about Jesus from the New Testament.</p> <p>Describe links between the Christmas and Easter stories and key beliefs about Jesus (incarnation & Resurrection/salvation)</p> <p>Describe what believers might learn from religious stories.</p>	<p>Describe and link religious teaching with moral choices such as charity work.</p> <p>Describe similarities or differences about what believers might learn from two given religious stories.</p>	<p>Choose two religious stories from differing religions and demonstrate how believers may learn similar lessons.</p>
<p>Understanding beliefs and teachings</p> <p>Beliefs and teachings (from various religions)</p>	<p>UW P C C ELG Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>	<p>Describe some of the main festivals or celebrations of a religion.</p>	<p>Identify some religious beliefs and teachings.</p> <p>Reflect on what makes Shabbat holy for Jews</p>	<p>Describe the key teaching and belief of the religions studied.</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Identify similarities and difference between religions and beliefs.</p>	<p>Describe the key beliefs and teachings of the religions studied.</p> <p>Identify connections between beliefs and teachings within each religion studied.</p>	<p>Describe the impact of faith on the lives of believers.</p> <p>Explain how some teaching and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives</p>	<p>Describe and explain different ideas about human relationships with reference to three different faiths.</p> <p>Make comparisons between the key beliefs, teachings and practices of the religions studied.</p>

Progression of Skills in Religious Education

	<p>what has been read in class.</p>			<p>Compare a given idea about God to another given example from another religion.</p> <p>Describe three things that Christians believe and how they link, including communion.</p>	<p>Describe similarities and differences between religions and beliefs</p> <p>Compare simple Christian ideas about God with those of another religion.</p> <p>Describe some of the different ways that Christians express their beliefs by belonging to a church/congregation /community.</p>	<p>of individuals and communities.</p> <p>Recognise and explain the impact of beliefs on individuals and communities.</p> <p>Compare different views of sacred space, sacred texts or sacred people with reference to 2 given faiths.</p> <p>Know the different ways Christians believe that God communicates with them and the difference it makes to their lives.</p> <p>Describe and show the ways that Christians understand God.</p> <p>Explain how a Christian understanding of the resurrection might influence the way Christians respond to death.</p>	<p>Explain how some beliefs and teachings make a difference to the lives of individuals and communities.</p> <p>Use religious and philosophical terminology and concepts to explain religions, practices and beliefs.</p> <p>Make links between Jesus life and teaching and different form of Christian action e.g., ritual, protest, charity.</p> <p>Describe and explain the different views of sacred space, sacred text and sacred people with reference to 2 faiths.</p> <p>Describe and compare different Christian beliefs about how God might Communicate with Humans exploring concepts of sacred texts, revelation and the Holy Spirit.</p> <p>Describe how Christians express beliefs of Jesus as "God made Man" and Saviour in Art and Worship.</p>
--	-------------------------------------	--	--	--	--	--	--

Progression of Skills in Religious Education

							<p>Describe and compare different ideas Christians may have about salvation and life after death.</p> <p>Describe and compare different ideas about life after death within other religions.</p>
<p>Understanding practices and lifestyles</p> <p>Rituals, ceremonies and lifestyles (from various religions)</p>	<p>UW P P ELG Talk about the lives of the people around them and their roles in society</p>	<p>Recognise, name and describe some religious artefacts and places</p> <p>Recognise features of religious life and practice.</p> <p>Explore, compare and identify artefacts associated with a religion or religious story.</p> <p>Explore how belonging to a religion impacts on family life e.g. how Jewish people spend their weekend.</p> <p>Explore how festivals are celebrated in different cultures and religions e.g., Jewish New Year.</p>	<p>Identify some Religious practices; know that some are characteristic of more than one religion.</p> <p>Identify how religion and belief are expressed in different ways.</p> <p>Explore and gather information about a religious festival.</p> <p>Reflect on and explore the similarities between Christian and Jewish Festivals (compare).</p> <p>Identify the meanings for foods and practices during festivals.</p>	<p>Identify religious artefacts and buildings; explain how and why they are used.</p> <p>Explain some of the religious practices of both religious leaders and individuals.</p> <p>Describe how some features of the religions studied are used in festivals and practices.</p> <p>Give a reason why Christians take communion.</p>	<p>Understand the ways of belonging to religions and what these involve.</p> <p>Identify and describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>Comment on Connections between questions, beliefs, values and practices.</p> <p>Describe the importance to a Christian of Prayer and commemoration (Communion and Lent).</p>	<p>Show an understanding of the role of a spiritual leader.</p> <p>Explain how Selected features of religious life and practice make a difference to the lives of individuals and communities.</p> <p>Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Describe and give reasons for the key features of a religious building with reference to holy texts where appropriate.</p>	<p>Compare and contrast the lifestyles of different faith groups.</p> <p>Give reasons why some within the same faith may adopt different lifestyles.</p> <p>Explain the significance of practices of faiths to the lives of individuals and communities.</p> <p>Explain some of the opportunities and challenges offered by the variety of religions and beliefs in the contemporary world.</p> <p>Describe and compare how important aspects of other religious beliefs are reflected in the buildings and practices of a community.</p>

Progression of Skills in Religious Education

		Recognise that Jesus was a leader and others followed him.					
<p>Understanding how beliefs are conveyed</p> <p>How beliefs are expressed</p>	<p>UW P C C ELG 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.</p>	<p>Recognise some religious symbols and words.</p> <p>Name some religious symbols.</p> <p>Explore and recognise some religious symbols</p> <p>Reflect on how symbols make them feel.</p>	<p>Explain the meaning of some religious symbols.</p> <p>Suggest meanings in religious stories and language used.</p> <p>Identify the importance of Jewish and Christian Symbols from a range (recognise).</p> <p>Compare and talk about the importance of symbolic clothing.</p>	<p>Identify religious symbolism in literature and the arts.</p> <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p> <p>Suggest meanings for symbols e.g., light.</p> <p>Suggest 2 reasons why a symbol is a 'good' symbol for its festival: e.g., light for Christmas.</p> <p>Identify and match the symbols of the Eucharist to Key Christian beliefs.</p>	<p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, using appropriate vocabulary.</p> <p>Give meanings for some symbols, stories and religious language.</p> <p>Show how signs and symbols can communicate important beliefs.</p> <p>Describe what members of other religions might learn from symbols.</p>	<p>Explain some of the different ways that individuals show their beliefs.</p> <p>Explain how some forms of religious expression are used differently by individuals and communities.</p> <p>Compare symbols and words to show understanding of the similarities and differences between Christian views of God and the views of other religions.</p> <p>Recognise and explain the religious significance behind a range of dress codes and how they demonstrate commitment to a religious belief.</p>	<p>Compare the different ways in which people of faith communities express their faith.</p> <p>Explain the reasons for and effects of diversity within and between religions, beliefs and cultures.</p> <p>Describe and compare different ways of demonstrating commitment to a tradition of religion and belief.</p>
<p>Reflecting</p> <p>Time to reflect and personal growth</p>	<p>CL LAU ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and</p>	<p>Identify things important in own life and compare these to religious beliefs.</p> <p>Identify aspects of own experience and</p>	<p>Ask questions about their own and others' feelings and experiences.</p> <p>Realise that some questions that cause people to</p>	<p>Understand that personal experiences and feelings influence attitudes and actions.</p> <p>Compare aspects of own experiences and those of others,</p>	<p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p>	<p>Recognise and express feelings about own identities (relating these to religious beliefs or teachings). Make informed responses to questions of identity,</p>	<p>Discuss and express own views on questions of identity, meaning, purpose and morality (relating these to a range of faiths) Explain why own answers to ultimate</p>

Progression of Skills in Religious Education

	<p>during whole class discussions and small group interactions; CL LAU ELG Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>CL S ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>CL S ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>CL S ELG Express their ideas and feelings about their experiences.</p>	<p>feelings in religious stories studied.</p> <p>Identify things they find interesting or puzzling in religious materials studied.</p> <p>Explore and reflect upon some interesting or puzzling questions.</p> <p>Reflect on and ask questions about how and why people celebrate.</p> <p>Reflect on the idea of a celebration as a human instinct.</p>	<p>wonder are difficult to answer.</p> <p>Respond sensitively to the experiences and feelings of others, including those with a faith</p> <p>Create and decide what would be good questions to ask a Rabbi or a Vicar.</p> <p>Reflect on their own views and give a reason for it.</p> <p>Ask questions about thoughts that puzzle them.</p>	<p>identifying what influences own life.</p> <p>Compare own and other people's ideas about questions that are difficult to answer.</p> <p>Investigate and connect features of religions and beliefs.</p> <p>Begin to ask important questions about prayer and worship.</p> <p>Ask questions and suggest answers about why people choose to follow rules and duties.</p>	<p>Give some reasons why religious figures may have acted as they did.</p> <p>Ask questions about puzzling aspects of life/ experiences and suggest answers, referring to the teaching of religions studied.</p> <p>Gather, select and organize ideas about religions and beliefs.</p> <p>Ask important questions about prayer, worship, pilgrimage and miracles</p> <p>Use appropriate examples to support their ideas and opinions.</p>	<p>experience, meaning and purpose based on learning (using relevant sources and evidence).</p> <p>Explain own ideas about the answers to ultimate questions.</p> <p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>Ask important questions about prayer, worship, pilgrimage and miracles and suggest answers with reference to different religions.</p> <p>Use appropriate examples to support their ideas and opinions</p> <p>Devise 4 questions to ask about why people choose to believe in resurrection, heaven, life after death and suggest answers that people from different religions might give.</p>	<p>questions may differ from those of others.</p> <p>Identify the influences on different viewpoints within religions and beliefs.</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p> <p>Ask important questions about religious experience and revelations and moral choices referring to the faiths studied and suggest answers with reference to different religious texts or resources.</p> <p>Use appropriate examples to support their ideas and opinions.</p>
<p>Understanding Values</p>	<p>PSED SR ELG Show an understanding of their own</p>	<p>Identify what is of value and concern to self through</p>	<p>Explain how actions affect others; understand the term 'morals'.</p>	<p>Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Describe how some of the values held by communities or individuals affect</p>	<p>Express own values and remain respectful of those with different values.</p>	<p>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a</p>

Progression of Skills in Religious Education

<p>Values (in your own life and others lives)</p>	<p>feelings and those of others.</p> <p>PSED MS ELC Explain the reasons for rules, know right from wrong.</p>	<p>religious material studied.</p> <p>Identify examples of when had to make own choices.</p> <p>Talk about something that is good (The World) and give a reason for why their actions are important.</p> <p>Explore and talk about what makes someone a leader and give a reason for this.</p>	<p>Respond sensitively to the values and concerns of others, in relation to matters of right and wrong</p> <p>Explore, discuss and record down some ideas about why leaders are needed (decide).</p>	<p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Make links between values and commitments, including religious ones, and own attitudes/behaviour.</p> <p>Respond sensitively to the rules and customs followed by others, saying why those rules matter to them.</p>	<p>behaviour and actions.</p> <p>Ask questions about matters of right and wrong: suggest answers that show understanding of moral and religious issues.</p> <p>Describe some of the rules/guidance used by believers of other religions and how these might be applied to working with others</p> <p>Describe the way Jesus has authority for Christians and link to qualities people with authority need to have.</p>	<p>Make informed responses to people's values and commitments (including religious ones) based on learning.</p> <p>Recognize and explain diversity within religious expression, using appropriate concepts.</p> <p>Link their own ideas about how to live a good life to the teachings of Christianity and other religions.</p> <p>Describe and link religious teaching with moral choices such as charity work.</p> <p>Suggest answers a Christian might give to the questions about how the authority of Jesus is lived out in the Church.</p>	<p>certain way despite rules).</p> <p>Explain why different religious communities or individuals may have a different view of what is right/wrong.</p> <p>Use different techniques appropriately to reflect deeply on people's values and commitments (including religious ones).</p> <p>Make links between other religious teachings about God and guidance for life</p> <p>Explain the impact of authority and how the world might be changed if people lived by it.</p>
---	--	---	--	--	---	---	--