

**Skills progression: RE**

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|  |  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  | **Christianity and Judaism** | | **Christianity and Hinduism** | | **Christianity and Islam** | |
| AT1: Learning **about** religion and Beliefs | Beliefs, teachings and sources | * Talk about a religious story *(Christmas Story, Diwali Story, Easter Story).* | * People have different beliefs, * Christians believe in one God, * Christians and Jews believe God created the universe in six days and rested on the seventh, * Jesus is the son of God. | * The Bible is a special and Holy book for Christians, * The Torah is a special and Holy book for Jewish people, * Moses is an important figure in Christianity and Judaism. | * Hindus believe in one God (Brahman) but has many forms (Gods and Goddesses), * Explore Hindi Scripture *(Shrutis and Smirtis)* and The Wheel of Life (*Samskaras).* | * God is essential To Christians, * Christians believe in the idea of the Holy Trinity, * Hindus believe one of God’s forms is Ganesha. | * Muslims believe there is one God (Allah), * The Qur’an is a special and Holy Book to Muslims, * Muhammad is a Prophet and very important to Muslims. | * Explore the different Gospel accounts of the Nativity. |
| Practises and ways of life | * Talk about special times, ceremonies and festivals *(Christmas, birthdays, weddings, Christenings Mothers Day, Diwali, Easter, Harvest etc).* | * Christians pray to God at home or in a church * Jews pray to God at home or in a synagogue * Christians celebrate the birth of Jesus at Christmas. | * Explore and compare how Christians and Jewish people pray, * Explore baptism, * Christians celebrate Lent leading up to Easter. | * Hindus pray in different ways *(Puja),* * Pilgrimage is important to Christians and Hindus, * Explore the Last Supper and Passover, * Hindus celebrate Diwali, * Hindus worship at home and at a temple. | * The Lord’s Prayer is used within Christian worship, * Explore how religions prepare for weddings *(Traditional Hindu Weddings and arranged marriage)*, * Explore Judas’s role during Jesus’ arrest at Easter. | * The Muslim faith is influenced by the Five Pillars of Islam, each representing something different, * Explore Pillars 1, 2, 3 *(Shahadah, Salat, Zakat)* * Explore Good Friday and the meaning of sacrifice, * Muslims pray five times a day, using special rituals and movements, * Muslims pray at home and at the Mosque. | * Explore Ramadam and Eid-Ul-Fitr, * Explore Pillars 4 and 5 *(Sawn, Hajj)*, * Explore religious clothing, * Muslims may pilgrimage to Mecca, * Explore and compare what religions believe about death and life after death. |
| Forms of expression | * To Talk about special symbols *(personal, at school, within a religion).* | * To investigate how and why the Christingle is used at Christmas , * Explore and compare the key features of a church and synagogue, * Jesus teaches through stories *(The Lost Sheep, The Ten Lepers, Jesus Feeds the Five ThousandThe Good Samaritan).* | * Investigate the importance of the Angels in the Christmas story, * Explore how light is used during celebrations (Advent Ring, Menorah), * Jesus teaches through stories *(Joseph and his brothers, Moses in the bull rushes).* | * Explore Mary’s feelings during the Christmas story, * Explore the significance of Light in religious celebrations *(Diwali)*. | * Explore the symbolise of the gifts given to Jesus during the Christmas story, * Explore and compare how Christmas is celebrated around the world. | * + Explore how Christmas is represented through art,   + Explore the difference between a cross and a crucifix. | * + Investigate the meaning of the Pascal Candle,   + Explore why there are no human images in Islam,   + Explore how faith can support people dealing with death. |
| AT2: Learning **from** religion and Beliefs | Identify and belonging | * Talk about people and places that are important to them *(family, friends, school, places of worship).* | * Talk about their own beliefs and experiences, * Talk about what they find interesting for puzzling. | * Makes links to their own values, beliefs and experiences. | * Analyse some of the things that influence them with those that influence others. | * Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced us and others. | * Give their own and others’ views on questions about who we are and where we belong and on the challenges of belonging to a religion. Give a personal view of what inspires and influences us. | * Consider the challenges of belonging to a religion today with reference to our own and other people’s views on human nature and society, supporting those views with reasons and examples. |
| Meaning, purpose and truth | * Talk about their feelings. | * To reflect on stories from the Bible. | * To reflect on stories from the Bible and The Torah, * Ask questions about other people’s beliefs and experiences. | * To reflect on Hindu Scripture, * Ask important questions about life and compare their ideas with those of other people. | * To reflect on religious stories * Ask questions about the meaning and purpose of life, and suggest a range of answers which they might give as well as members of different religious groups or individuals. | * To reflect on religious stories from the Bible and The Qur’an, * Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives. | * To reflect on religious stories * Use reasoning and examples to express insights into our own and others’ views on questions about the meaning and purpose of life and the search for truth. |
| Values and Commitments | * Talk about what is important to them and why. | * Understand how to share their own values and beliefs * Talk about what is important to them | * Talk about what is important to them and be respectful of others | * Link things that are important to us and other people with the way they think and behave | * Ask questions about things that are important to us and to other people and suggest answers which relate to our own and others’ lives | * Ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values | * Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focussing on things that are important to us |