 **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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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
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