



## RE– Learning Progression of Knowledge and Skills

### EYFS

CLL	PSED	UTW	EAD	Literacy	Maths
<p>Children listen with enjoyment to stories, sings and poems from different communities and traditions and respond with relevant comments, questions or actions.</p> <p>Answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different traditions and communities.</p> <p>Talk about how they and others show feelings.</p> <p>Develop their own narratives in relation to stories they hear from different communities.</p>	<p>Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p> <p>Talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p>Think and talk about issues of right and wrong and why these questions matter</p> <p>Have a developing awareness of their own needs, views and feelings and be sensitive to those of others. Have a developing respect for their own cultures and beliefs, and those of other people.</p>	<p>Children talk about similarities and different between themselves and others, among families, communities and traditions.</p> <p>Begin to know about their own cultures, beliefs, and those of other people.</p> <p>Explore, observe and find out about places and objects that matter in different cultures and beliefs</p>	<p>Children use their imagination in art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings</p> <p>Respond in a variety of ways to what they see, hear, smell, touch and taste.</p>	<p>Children are given access to a wide range of books, poems and other written materials to ignite their interest</p>	<p>Children recognise, create and describe some patterns, sorting and ordering objects simply.</p>

Key Area	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Know about and understand a religion and world views.</b></p> <p><b>(knowledge and understanding)</b></p>	<p>Re-call and name religious festivals (Harvest, Easter, Hanukah and Shabbat)</p> <p>Re-tell a festival story.</p> <p>Suggest a meaning for an object used in the festival.</p> <p>Re-call and name key figures in the stories of Jesus.</p> <p>Re-tell a story about caring simply.</p> <p>Suggest a meaning for a symbol, song or artefact from Judaism or Christianity.</p> <p>Re-call and name key objects from a church and a synagogue.</p> <p>Recognise that holy buildings are connected to beliefs about worshipping God.</p>	<p>Re-call and name key figures in the stories they studied saying what they did.</p> <p>Recognise what is meant by describing Moses as a great leader or Peter as a saint, giving examples of their leadership.</p> <p>Re-call and name some key words about Jewish beliefs e.g. God the creator, Almighty)</p> <p>Re-tell the story of Genesis 1 and suggest a meaning for the story.</p> <p>Re-tell the story of Jesus being baptised.</p> <p>Suggest some reasons why is matters to people to belong to groups and communities.</p> <p>Re-tell a story from the Jewish bible and suggest a meaning for the story.</p>	<p>Describe what Christians do at two different festivals. (Christmas, Easter, Pentecost, Harvest)</p> <p>Connect the celebrations to bible texts and to beliefs about God.</p> <p>Describe how a Muslim and a Christian prays.</p> <p>Connect ideas and beliefs to what people in these two religions do.</p> <p>Describe 4 keys features of three religious' buildings. (Mosque, Mandir and Church)</p> <p>Connect the key features of these buildings with beliefs about God in each religion. (Muslim, Hindus, Christians)</p>	<p>Describe 4 different beliefs about life after death.</p> <p>Show that they understand why life is like a journey.</p> <p>Connect at least two viewpoints they have studied with texts from different religions.</p> <p>Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions.</p> <p>Show they understand why spiritual journeys can change people's lives giving examples.</p> <p>Describe beliefs and practice about worship with music in Christianity.</p> <p>Show that they understand how and</p>	<p>Show that they understand how inspirational leaders are examples of their religions' ideals.</p> <p>Connect two examples from different worldviews: what have they in common.</p> <p>Explain three or more key Christian beliefs.</p> <p>Show that they understand what matters to Christians.</p> <p>Explain the main beliefs of Muslims and Hindus about God.</p> <p>Show that they understand why the worship of Allah/Brahman matters to Muslims and Hindus.</p> <p>Explain beliefs about the value of sacred space and holy buildings to believers</p>	<p>Explain the impact of beliefs about scared writings, God and values.</p> <p>Explain two view points about why people need wise words to follow.</p> <p>Explain the impact of beliefs about communities on people from different religions.</p> <p>Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts.</p> <p>Explain the impacts of beliefs on how people respond to charity.</p> <p>Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task?</p> <p>Explain the impact of beliefs on peoples lives.</p>

		Recognise and talk about the role God plays in Jewish stories.	Describe at least one story about each of these key figures: Moses, Jesus and Muhammad.  Connect the idea of inspirational leaders to the stores they learn.	why Christians use music to express beliefs about God and devotion to God.  Describe Hindu beliefs about the gods and goddesses.  Show that they understand what happens at Hindu worship in the home or Mandir.	in at least two religions. (Christianity, Islam, Hinduism)  Show that they understand the possible tension between building a beautiful 'house of God and serving the needs of people in poverty.	Show that they understand a story of a survivor of Nazi hatred.  Write a fact sheet about the ways Jewish people responded to the prejudice and hatred of the Nazis.
<b>Express ideas and insights about religions and world views.</b>  <b>(Expressing own ideas and opinions)</b>	Ask questions about the meaning of the festival and listen to answers.  Respond to some of the experiences and emotions of festivals e.g. joy, memory, community.  Ask questions about how we show care for others.  Respond to ideas and values such as care, kindness and generosity with simple ideas of their own.	Ask questions about leadership and suggest answers.  Respond to the idea that Moses and Saint Peter were guided by God or Given wisdom by God.  Ask questions about God for themselves – the bigger the better.  Ask questions about Christenings and Believers Baptism for themselves.  Recount how a baby or young adult is welcomed	Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest.  Express their own ideas about the deeper meanings of these festivals.  Ask and answer questions about prayer in Islam and Christianity.  Respond thoughtfully to beliefs and ideas about prayer.	Consider varied answers to questions about life as a journey and about after life.  Express reasons why they hold their own views about life after death.  Consider varied answers to questions about the purpose of going on a pilgrimage.  Express reasons why they would choose their own kind of	Consider varied answers to questions about what makes a person inspiring.  Explain thoughtfully their own ideas the inspiring leaders they studied.  Consider varied answers to questions about God.  Explain with reasons why they select one of the 4 elements of Christianity studied as the most important.	Consider varied answers to questions about the value of holy writings and other sources of wisdom.  Explain with reasons why e.g. Christians and Muslims revere their holy texts.  Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices.  Consider varied answers to questions about building peaceful families and communities.

	<p>Ask questions about Jesus' special powers.</p> <p>Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own.</p> <p>Ask questions about what happens and why in Holy buildings.</p> <p>Recount their visit to a holy building e.g. by talking about photographs taken there.</p>	<p>into the Christian community.</p> <p>Ask questions about the stories they study and suggest answers.</p> <p>Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?</p>	<p>Ask and answer questions about at least three different ways religious buildings are used by the different communities.</p> <p>Respond thoughtfully to the task of designing a new religious building for their locality.</p> <p>Ask and answer questions about leadership and inspiration using details from the stories they learned.</p> <p>Express their own views about who is inspiring and why.</p>	<p>pilgrimage if they could.</p> <p>Consider varied answers to questions about why music matters in human life in religious life.</p> <p>Express reasons why particular pieces of music are spiritual to them.</p> <p>Respond with thoughtful ideas of their own to the ways Hindus celebrate.</p> <p>Express some deeper meanings of the festivals they study giving reasons why particular rituals are important to Hindus.</p>	<p>Consider varied answers to questions about whether God is real and what God is like.</p> <p>Clearly express reasons why they hold their own views about questions to do with God.</p> <p>Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion.</p> <p>Clearly express reasons why some religious people believe that worship makes them more charitable.</p>	<p>Explain thoughtfully their own ideas about communities, why they matter and how they become stronger.</p> <p>Consider varied answers to questions about justice, fairness, human rights and environment.</p> <p>Explain thoughtfully their own ideas about the work some global development charities.</p> <p>Consider varied answers to questions about suffering and God.</p> <p>Explain with reasons why it is important to remember examples of hatred and prejudice and why never again is an important idea.</p>
<p><b>Gain and deploy the skills needed to study religions and world views. (skills)</b></p>	<p>Express an idea of their own about why festivals and celebrations matter</p> <p>Give an example of a big day in their own lives and talk about what made it special.</p>	<p>Express an idea of their own about leadership, linking it to the stories they have learned.</p> <p>Give an example of what makes a great leader.</p>	<p>Consider ideas such as generosity community and love-in-action.</p> <p>List similarities between the four</p>	<p>Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purpose of life and life after death.</p>	<p>Apply the idea of inspiration for themselves to stories of leaders.</p> <p>Explain what matters about the lives of inspirational leader:</p>	<p>Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them.</p> <p>Explain similarities between hold books or</p>

	<p>Express an idea of their own about a religious story of caring.</p> <p>Give an example of how a person can show their values.</p> <p>Give an example of a belief about Jesus. (could be through discussion or written)</p> <p>Find out more about Jesus, inferring a simple idea from a story.</p> <p>Express an idea of their own about why some people go to holy buildings.</p> <p>Give an example of sacred space that is out of doors and talk about their own ideas of sacred places.</p>	<p>Express an idea of their own about God.</p> <p>Find out more about Jewish beliefs and ways of talking about God.</p> <p>Express an idea of their own about belonging to God- is this important? For Christians?</p> <p>Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</p> <p>Express an idea of their own about some of the big questions the work throws up.</p> <p>Give at least two examples of Bible characters who got it wrong and say what happened in the story.</p>	<p>different Christian festivals.</p> <p>Explain their own ideas about the creation stories Genesis 1 and 2.</p> <p>Discuss questions about prayer that come up in the study.</p> <p>List similarities between the two ways of prayer in Christianity and Islam.</p> <p>Consider ideas such as 'a friendly building' 'a house of God' 'a spiritual space' and say what they think makes these buildings special.</p> <p>Discuss questions such as 'why do we need religious buildings? What emotions do you feel in holy places?</p> <p>Consider ideas such as 'patriarch' prophet</p>	<p>Apply the idea of spiritual journeys for themselves.</p> <p>Explain similarities and differences between varied approaches to pilgrimages from different religions and worldviews.</p> <p>Apply the idea of spirituality for themselves.</p> <p>Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship.</p> <p>Explain similarities and differences between two Hindu festivals</p> <p>Explain similarities and differences between a 'big day' they celebrate and Hindu festivities.</p>	<p>do we all need role models?</p> <p>Explain what matters about worshipping God to Christians.</p> <p>Explain similarities and differences between different celebrations that are part of Christian worship.</p> <p>Explain what matters about worshipping God to Muslims.</p> <p>Explain what matters about worshipping gods and goddesses to Hindus.</p> <p>Apply he ideas of worship and service to the key question in the unit (5.4)</p> <p>Explain what matters in different religions about worship and about generosity or charity.</p>	<p>writings from two different religions.</p> <p>Apply the idea ideas of tolerance and respect to some tensions or problems in community relations.</p> <p>Explain what matters about peace, respect and harmony to themselves and in our community.</p> <p>Apply the idea of justice to at least two case studies</p> <p>Explain similarities and differences between two global charities.</p> <p>Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas.</p> <p>Explain what matters about remembrance of those who died and those who survived and the idea of upstanders.</p>
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