

RE Progression of Skills

Early Years

In the Reception class, children should encounter local examples of religion, including Christianity and other faiths, as part of their growing sense of self, their own community and their place within it, in line with the law about RE.

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Units	Skills		
	Making sense	Understanding impact	Making connections
<p>Autumn 1 Being special: where do we belong? Learn from at least two religions</p> <p>As well as learning about different faiths and cultures</p>	Re-tell religious stories	<p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity</p>	<p>Making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p>
<p>Autumn 2 Why is Christmas special for Christians?</p>	<p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>Re-tell religious stories</p>	Recall simply what happens at a traditional Christian festival (Christmas)	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Making connections with personal experiences</p>
<p>Spring 1 Which stories are especially important and why?</p>	<p>Talk about some religious stories</p> <p>Recognise some religious words e.g. about God.</p> <p>Identify a sacred text e.g the Bible, the Torah, the Qu'ran</p>	Talk about some of the things these stories teach believers -eg being a good friend, saying thank you, standing up for what is right.	Identify some of their own feelings in the stories they hear.
<p>Spring 2 Why is Easter special for Christians?</p>	<p>Recognise and re-tell stories connected with celebration of Easter</p> <p>Say why Easter is a special time for Christians</p>	Talk about some ways Christians remember these stories at Easter	<p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p>

<p>Summer 1 Which places are specially valued and why?</p>	<p>Begin to recognise that for Christians, Muslims or Jews these special things link to beliefs about God.</p>	<p>Recognise that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p>	<p>Talk about somewhere that is special to themselves saying why.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Express a personal response to the natural world.</p>
<p>Summer 2 Why is the word God so important to Christians</p>	<p>Re-tell stories talking about what they say about the world, God, human beings</p>	<p>Say how and when Christians may like to thank their Creator</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Talk about what people do to mess up the world and what they will do to look after it.</p>

Key Stage 1

What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. They will study Christianity and either Judaism, Islam or both (the minimum requirement is two different religions, but flexibility exists, especially where pupils from different religious communities are present in the class).

Year 1

	Making Sense of Beliefs	Understanding the Impact	Making Connections
Skills:	Recall, remember, name and talk about simple beliefs, stories and festivals.	Observe, notice and recognise simple aspects of religion in their own communities.	Begin to find out about and link religions and beliefs.
Units as Key Questions	Learning Outcomes		
Autumn 1 1.1 What do Christians believe God is like? Christians	Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God)	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas 🗨️ give a reason for the ideas they have and the connections they make
Autumn 2 1.2 Why does Christmas matter to Christians? How and why do we celebrate special times? <i>Christians</i>	Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas	Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas
Spring 1 and Summer 1 Double Unit split 1.3 Who is Jewish? What do they believe and how do they live Double unit Split	Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) Give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah	Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach) Make links between Jewish ideas of God found in the stories of the Torah and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i> , on Shabbat)	Ask some questions about what Jewish people celebrate and why. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people Give a good reason for their ideas about whether any of these things are good for them too.

<p>Spring 2 1.5 Why does Easter matter to Christians? <i>Christians</i></p>	<p>Recognise that incarnation and salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)</p> <p>Recognise that Jesus gives instructions about how to behave</p>	<p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p>	<p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas</p>
<p>Summer 2 1.6 What makes some places significant? What makes some places sacred to believers? <i>Christians, Muslims and / or Jewish people (dependent on chn in cohort)</i></p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p>	<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p>	<p>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</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</p>

Year 2

	Making Sense of Beliefs	Understanding the Impact	Making Connections
Skills:	Identify beliefs, describe them simply, give examples and suggest meanings.	Give examples of what difference it makes to belong to and believe in a religion.	Think, talk and ask questions about religion and belief for themselves.
Units as Key Questions	Learning Outcomes		
Autumn 1 & 2 1.4 Who is Muslim? What do they believe and how do they live? <i>Muslims</i> <i>(Double Unit)</i>	Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet Muhammad show what Muslims believe about him	Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using <i>subhah</i> beads)	Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too
Spring 1 1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers? <i>Christian, Muslim and/or Jewish people</i>	Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival, e.g. 'they do it because they believe ...'	Give simple examples of the ways a festival makes a difference, e.g. to emotions, to families Talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness	Think, talk and ask good questions about big days in different religions Talk about links between how people celebrate today and old stories Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts
Spring 2 1.8 What can we learn from sacred books and stories? <i>Christian, Muslim and/or Jewish people</i>	Identify a belief about God linked to what a holy book says Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols of respect used by members of a religion when they use their holy book	Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories, or wise sayings	Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories ask and suggest answers to questions arising from their learning about holy books

<p>Summer 1 1.11 Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? <i>Christian, Muslim and/or Jewish people</i></p>	<p>Identify at least three people from religions who are admired as good followers of God describe stories that are told by and about special people in two religions</p> <p>Identify a belief about a religious leader</p>	<p>Understand why some people inspire others</p> <p>Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves</p> <p>Give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'</p>	<p>Think, talk and ask good questions about leadership and inspiration notice and find out about the different ways leaders are admired in different religions</p> <p>Talk about links between the work and the question: who inspires me?</p>
<p>Summer 2 1.10 How do we show we care for the Earth? Why does it matter? <i>Christian, Muslim and/or Jewish people</i></p>	<p>Identify a story or text that says something about the beautiful Earth</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>	<p>Give an example of how people can show that they care for the Earth, making a link to a creation story</p> <p>Give examples of how Christians and Jews can show care for the Earth</p> <p>Say why Christians and Jews might look after the natural world</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should look after the natural world</p>

End of Phase outcomes

End of Key stage 1 (Year 2)	
Element 1: Making sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions: recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.	Identify some core beliefs and concepts studied and give a simple description of what they mean
	Give examples of how stories show what people believe (e.g. the meaning behind a festival)
	Give clear, simple accounts of what stories and other texts mean to believers
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.	Give examples of how people use stories, texts and teachings to guide their beliefs and actions
	Give examples of ways in which believers put their beliefs into practice
Element 3: Making connections Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.
	Give a good reason for the views they have and the connections they make.

Element 1: Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.

Element 2: Understanding the impact

Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.

Element 3: Making connections

Evaluating, reflecting on and connecting the key concepts and questions

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how these ideas might challenge their own thinking; and discerning

possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.