

RE Progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Numbers refer to North Yorkshire units.</p> <p>Key questions + KS outcomes are from the NY programme of study for RE.</p>		<p>Pupils should extend 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.</p>	<p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p>				
<p>Believing</p> <p>Know about and understand a range of religions and worldviews.</p> 	<ul style="list-style-type: none"> • Talk about some religious stories using new vocabulary. • Give an example of special occasions and suggest features of a good celebration. • Share and record occasions when things have happened in their lives that made them feel special. • Talk about people who are special to me. 	<p>Who is a Christian and what do they believe? 1.1</p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus • Recognise some Christian symbols and images used to express ideas about God • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means • Ask some questions about believing in God and offer some ideas of their own • Make links between what Jesus taught and what Christians believe and do <p>Who is Jewish and what do they believe? 1.3</p>	<p>What do different people believe about God? L2.1</p> <ul style="list-style-type: none"> • Identify beliefs about God that are held by Christians, Hindus and/or Muslims • Retell and suggest the meanings of stories from sacred texts about people who encountered God • Describe some of the ways in which Christians Hindus and/or Muslims describe God • Begin to ask questions and suggest some of their own responses to ideas about God • Suggest why having a faith or belief in something can be hard • Identify how and say why it makes a difference in people's 	<p>What do religions say to us when life gets hard? U2.3</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation • Express ideas about how and why religion can help believers when times are hard, giving examples • Outline Christian, Hindu and/or nonreligious beliefs about life after death • Explain some similarities and differences between beliefs about life after death 			

- Talk about the fact that Jewish people believe in God
- Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about how the mezuzah in the home reminds Jewish people about God
- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat
- Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means
- Make links between some Jewish teachings and how Jewish people live
- Begin to express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning Judaism

What can we learn from sacred books? 1.4

- Talk about some of the stories that are used in religion and why people still read them
- Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect

- lives to believe in God
- Identify some similarities and differences between ideas about what God is like in different religions
- Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts

Why is Jesus inspiring to some people? L2.3

- Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus
- Suggest some ideas about good ways to treat others, arising from their learning
- Make connections between some of Jesus' teachings and the way Christians live today
- Describe how Christians celebrate Holy Week and Easter Sunday
- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter
- Present their own ideas about the most important attitudes and values to have today, making links with Christian values

Why is the Bible important for Christians today? L2.2

- Explain some reasons why Christians and Humanists have different ideas about an afterlife
- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding

Why do some people believe God exists? U2.1

- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs
- Give two reasons why a Christian believes in God and one why an atheist does not
- Outline clearly a Christian understanding of what God is like, using examples and evidence
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life
- Present different views on why people believe in God or not, including their own ideas
- Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence

		<ul style="list-style-type: none"> • Re-tell stories from the Christian Bible and stories from another faith and suggest the meaning of these stories • Talk about issues of good and bad, right and wrong arising from the stories • Begin to make links between the messages within sacred texts and the way people live <p>Who is a Muslim and what do they believe? 1.2</p> <ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • Re-tell a story about the life of the Prophet Muhammad • Recognise some objects used by Muslims and suggest why they are important • Make links between what the Holy Qur'an says and how Muslims behave 	<ul style="list-style-type: none"> • Recall and name some Bible stories that inspire Christians • Identify at least two ways Christians use the Bible in everyday life • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation • Give examples of how and suggest reasons why Christians use the Bible today • Discuss their own and others' ideas about why humans do bad things and how people try to put things right • Explain how the Bible uses different kinds of stories to tell a big story • Suggest why Christians believe that God needs to rescue/save human beings 	<p>and examples</p>
<p>Expressing Express ideas</p>	<ul style="list-style-type: none"> • Recognise some religious words e.g. God, Holy places or 	<p>What makes some places sacred? 1.5</p>	<p>Why are festivals important to religious communities? L2.5</p> <ul style="list-style-type: none"> • Recognise and identify some 	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>

and insights about the nature, significance and impact of religions and worldviews.



- books or places of worship.
- Respond immediately and expressively to what happens at their favourite time.
- Use new vocabulary to recall and name what happens at a baptism.
- Say what a good friend is.

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions
- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used
- Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe
- Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel
- Show that they have begun to be aware that some people regularly worship God in different ways and in different places

How and why do we celebrate special and sacred times? 1.6

- Identify a special time they celebrate and explain simply what celebration means
- Talk about ways in which Jesus was a special person who Christians believe is the Son of God
- Identify some ways Christians celebrate Christmas, Easter, Harvest, Pentecost and some ways a festival is celebrated in another religion

differences between religious festivals and other types of celebrations

- Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)
- Make connections between stories, symbols and beliefs with what happens in at least two festivals
- Ask questions and give ideas about what matters most to believers in festivals
- Identify similarities and differences in the way festivals are celebrated within and between religions
- Discuss and present their own responses about the role of festivals in the life of Britain today
- Show understanding of the values and beliefs at the heart of each festival studied, using a variety of media

Why do some people think that life is a journey and what significant experiences mark this? L2.6

- Recall and name some of the ways religions mark milestones of commitment (including marriage)
- Identify at least two promises made by believers at these ceremonies and say why they are important
- Suggest why some people see life as a journey and identify

U2.5

- Respond with ideas of their own to the title question
- Find out about religious teachings, charities and ways of expressing generosity
- Describe and make connections between examples of religious creativity (buildings and art)
- Show understanding of the value of sacred buildings and art
- Suggest reasons why some believers see generosity and charity as more important than buildings and art
- Outline how and why some Humanists criticise spending on religious buildings or art

If God is everywhere, why go to a place of worship? U2.4

- Recall and name some key features of places of worship studied
- Find out about what believers say about their places of worship
- Make connections between how believers feel about places of worship in different traditions
- Select and describe the most important functions of a place of worship for the community
- Give examples of how places of worship support believers in difficult times, explaining why this matters to believers

		<ul style="list-style-type: none"> ● Re-tell stories connected with Christmas, Easter, Harvest, Pentecost and a festival in another religion and say why these are important to believers ● Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers ● Identify some similarities and differences between the celebrations studied 	<p>some of the key milestones on this journey</p> <ul style="list-style-type: none"> ● Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean ● Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people ● Explain similarities and differences between ceremonies of commitment 	<ul style="list-style-type: none"> ● Present ideas about the importance of people in a place of worship, rather than the place itself ● Comment thoughtfully on the value and purpose of places of worship in religious communities
<p>Living</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> 	<ul style="list-style-type: none"> ● Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. ● Recall a simple story connected with Christmas/ Easter and a festival from another faith is special. ● Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>How should we care for others and the world and why does it matter? 1.8</p> <ul style="list-style-type: none"> ● Talk about how religions teach that people are valuable, giving simple examples ● Recognise that some people believe God created the world and so we should look after it ● Re-tell Bible stories and stories from another faith about caring for others and the world ● Identify ways that some people make a response to God by caring for others and the world ● Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more ● Use creative ways to express their own ideas about the creation story and what it says 	<p>What does it mean to be a Christian in Britain today? L2.7</p> <ul style="list-style-type: none"> ● Identify and name examples of what Christians have and do in their families and at church to show their faith ● Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings ● Describe some ways in which Christians express their faith through hymns and modern worship songs ● Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes ● Discuss links between the actions of Christians in helping others and ways in which 	<p>What matters most to Christians and Humanists? U2.7</p> <ul style="list-style-type: none"> ● Suggest ideas about why humans can be both good and bad, making links with Christian ideas ● Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples ● Describe some Christian and Humanist values simply ● Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied ● Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view ● Give examples of similarities

- about what God is like
- Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories

What does it mean to belong to a faith community? 1.7

- Talk about what is special and of value about belonging to a group that is important to them
- Show an awareness that some people belong to different religions
- Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers
- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean
- Identify two ways people show they belong to each other when they get married
- Identify some similarities and differences between the ceremonies studied

- people of other faiths and beliefs, including pupils themselves, help others
- Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences

What does it mean to be a Hindu in Britain today? L2.8

- Identify and name examples of what Hindus have and do in their families and at mandir to show their faith
- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others
- Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own

- and differences between Christian and Humanist values
- Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning

What does it mean to be a Muslim living in Britain today? U 2.6

- Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims
- Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live
- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad
- Describe and reflect on the significance of the Holy Qur'an to Muslims
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils
- Make connections between the key functions of the mosque and the beliefs of Muslims
- Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life

experiences

What can we learn from religions about deciding what is right and wrong? L2.9

- Recall and talk about some rules for living in religious traditions
- Find out at least two teachings from religions about how to live a good life
- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions
- Make connections between stories of temptation and why people can find it difficult to be good
- Give examples of ways in which some inspirational people have been guided by their religion
- Discuss their own and others' ideas about how people decide right and wrong
- Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity