

Religious Education							
Skills Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Religions to be taught <b>(Christianity, Sikhism, Islam Hinduism and Judaism)</b>	Religions to be taught <b>(Christianity, Islam and Judaism)</b>	Religions to be taught <b>(Christianity and Islam/Judaism)</b>	Religions to be taught <b>(Christianity, Hinduism +/- Islam)</b>	Religions to be taught <b>(Christianity and Hinduism +/- Judaism)</b>	Religions to be taught <b>(Christianity and non-religions-Humanists Hinduism +/- Judaism and Sikhism)</b>	Religions to be taught <b>(Christianity, Humanists, Islam Hinduism)</b>
<b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<b>Which people are special and why?</b> I can talk about people who are special to me and say what makes them special to me.  I can talk about some of the qualities of a good friend. I can reflect on the question 'Am I a good friend?'	<b>Who is a Christian and what do they believe?</b> I can recall, name and talk about some Christian beliefs about God and Jesus (A1) I can retell a story that shows what Christians might think about God (A2)  I can ask some questions about believing in God and offer some ideas of my own (C1)  I can talk about issues of good and bad, right and wrong arising from the stories I have read/heard (C3)	<b>Who is a Muslim and what do they believe in?</b> I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1)  I can retell a story about the life of the Prophet Muhammad (A2)  I can recognise some objects used by Muslims and suggest why they are important (A2)  I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)  I can find out about and respond with ideas to examples of co-operation between people who are different (C2)	<b>Why is the Bible important to Christians today?</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals and religion. (A2)  Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (C1)	<b>Why is Jesus inspiring to some people?</b> Suggest why some people see life as a journey and identify some of the key milestones in this journey (A2) Describe what happens in Christians, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean. (A3)  Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1)	<b>Why do some people believe God exists?</b> Make connections between Muslim practice of the five pillars and their beliefs about God and the prophet Muhammad. (A2) Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2) Make connections between the key functions of the mosque and beliefs of Muslims. (A1)  Answer the title key question from different perspectives, including their own. (C1) (What does it mean to be a Muslim in Britain today?)	<b>What do religions say to us when life gets hard?</b> Describe and make connections between examples of religious creativity (buildings and art) (A1) Apply ideas about values and from scriptures to the title question (Is it better to express your religion in arts and architecture or in charity and generosity?) (C1)

<p><b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p><b>Which times are special and why?</b> I can talk about special occasions from memory, and say what made them special</p> <p>I can recall simple stories connected with Christians, Hindus and Muslims</p> <p>I can talk about Diwali and say why it is special for Hindus</p> <p>I can compare festivals and talk about the similarities</p>	<p><b>What makes some places sacred?</b> I can identify special objects and symbols found in a place where people worship and I am able to say something about what they mean and how they are used (A3)</p> <p>I can talk about ways in which stories, objects, symbols and actions used in places of worship show what people believe (B2)</p> <p>I can ask good questions during a visit to a place of worship(B1)</p>	<p><b>How and why do we celebrate special and sacred times?</b> I can Identify some ways Christians celebrate Christmas /Easter/Harvest Pentecost and some ways a festival is celebrated in another religion (A1)</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1)</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebration studied, and say why they matter to believers (C1)</p>	<p><b>Why are festivals important?</b> Describe some examples of what Christians do to show their faith, and make connections with some Christians beliefs and teachings. (A1) Describe some ways in which Christians express their faith through hymns and modern worship songs. (A2)</p>	<p><b>Why do some people think life is a journey?</b> Make connections between how believers feels about places of worship in different traditions (A3)</p> <p>Present ideas about the importance of people in place of worship, rather than the place itself. (C1)</p>	<p><b>If God is everywhere why go to a place of worship?</b> Outline Christian, Hindu, and/or non-religious beliefs and out life after death. (A1) Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place</p>	<p><b>Is it better to express beliefs in art of charity?</b> Make connections between beliefs and behaviour in different religions. (A1)</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. (A1)</p>
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<p><b>Living</b> (Religious practices and ways of living; questions about values and commitments)</p>	<p><b>What is special about our world?</b> I think about the wonders of the natural world, and express ideas about how it was made and my feelings towards nature</p> <p>I can express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the kittens</p> <p>I can talk about my own experiences and feelings about when the world is and is not looked after</p>	<p><b>What does it mean to belong to a faith community?</b> I can recognise and name some symbols of belonging from my own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3)</p> <p>I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1)</p> <p>I can identify two ways people show they belong to each other when they get married (A1)</p> <p>I can respond to examples of co-operation between different people (C2)</p>	<p><b>How should we care for others and the world and why does it matter?</b> I can retell Bible stories and stories from another faith about caring for others and the world (A2)</p> <p>I can identify ways that some people make a response to God by caring for others and the world (B1)</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories (C3)</p> <p>I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>I can use creative ways to express my own ideas about the creation story and what it says about what God is like (C1)</p>	<p><b>What does it mean to be a Christian in Britain today?</b> Describe some examples of what Christians do to show their faith, and make connections with some Christian's beliefs and teachings. (A1) Describe some ways in which Christians express their faith through hymns and modern worship songs. (A2)</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help each other. (C2)</p>	<p><b>What does it mean to be a Hindu in Britain today?</b> Outline clearly an understanding of what God is like, using examples and evidence. (A2)</p> <p>Present different views on why people believe in God or not, including their own ideas (C1)</p>	<p><b>What does it mean to be a Muslim in Britain today?</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2)</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p><b>What difference does it make?</b> Make connections between beliefs and behaviour in different religions (A1). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>
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