

## RE Progression of Skills Map

	Nursery	Reception	KS1	Year One	Year Two	KS2	Year Three	Year Four	Year Five	Year Six	
Religious and non-religious beliefs, teachings and sources	Listen with enjoyment to stories, songs and poems from different sources and traditions.	Listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions.	<b>Retell and suggest meanings to some religious and moral stories, explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come.</b>	Recount outlines of some religious and moral stories.	Retell some religious and moral stories.	<b>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</b>	Describe some religious beliefs and teachings of religions studied and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Explain how religious beliefs can shape the lives of individuals and contribute to society.	
	Remember and talk about significant events in their own experiences.	Respond to significant experiences, showing a range of feelings when appropriate.		Covered primarily in the following units: <b>Expressions of Belonging</b>	Explore and discuss sacred writings and sources of wisdom.		Describe and discuss sacred writings and sources of wisdom.	Covered primarily in the following units: <b>Content and Significance of the Bible</b>	Covered primarily in the following units: <b>Understanding Humanism</b>		Covered primarily in the following units: <b>Islam: Muhammed</b>
	Use talk to connect ideas, explain what is happening and anticipate what might happen next.	Use talk to organise, sequence and clarify thoughts, ideas, feelings and events		<b>Christmas</b>	Discuss the traditions from which they come from.		Discuss the traditions from which they come from.	<b>The Person of Jesus</b>	<b>Christmas and Divali</b>		<b>Origins and Compositions of the Bible</b>
	Recall and relive past experiences.			<b>Easter</b>				<b>Hinduism: beliefs and practices</b>	<b>Hinduism: God and worship in the home</b>		<b>People's Perspectives on and Impressions of Jesus</b>
				<b>Introduction to The Bible through Characters and Stories</b>					<b>Meanings within Easter</b>		
				<b>Teaching through Stories</b>			Covered primarily in the following units: <b>Teaching through Stories</b>		<b>Religions in the Local Community</b>		
							<b>Christmas and Hanukah</b>		<b>The Meaning of Signs and Symbols in Religion</b>		
							<b>Easter</b>				
							<b>Ideas about God in Judaism and Christianity</b>				
									<b>Importance of Worship</b>		
									<b>God as Spirit</b>		



Forms of religious and non-religious expression

<p>Show interest in the lives of people who are familiar to them.</p>	<p>Begin to know about their own cultures and beliefs and those of other people.</p>	<p><b>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b></p>	<p>Recognize some religious symbols.</p> <p>Recognise some actions which express a community's way of life.</p> <p>Covered primarily in the following units:</p> <p><b>Expressions of Belonging</b></p> <p><b>Christmas</b></p> <p><b>Christian Beliefs and Practices</b></p> <p><b>Easter</b></p>	<p>Name religious symbols and artefacts and suggest the meaning of them.</p> <p>Recognise some actions which express a community's way of life and explain some similarities and differences between communities.</p> <p>Covered primarily in the following units:</p> <p><b>Christmas and Hanukah</b></p> <p><b>Judaism, Torah and Shabbat</b></p> <p><b>Easter</b></p> <p><b>Judaism: beliefs and practice</b></p> <p><b>Ideas about God in Judaism and Christianity</b></p>	<p><b>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</b></p>	<p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p> <p>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> <p>Covered primarily in the following units:</p> <p><b>Expressions and Identity</b></p> <p><b>Content and Significance of the Bible</b></p> <p><b>Hinduism: beliefs and practices</b></p>	<p>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p> <p>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> <p>Covered primarily in the following units:</p> <p><b>Expressions and Identity</b></p> <p><b>The Meaning of Signs and Symbols in Religion</b></p>	<p>Explain how some forms of religious expression are used differently by individuals and communities.</p> <p>Share their opinion or express their own belief with respect and tolerance for others.</p> <p>Covered primarily in the following units:</p> <p><b>The Influences of Faith on Believers</b></p> <p><b>Places of Worship</b></p>	<p>Compare the different ways in which people of faith communities express their faith. Explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Share their opinion or express their own belief with respect and tolerance for others.</p> <p>Covered primarily in the following units:</p> <p><b>Expressing Religious Faith through Arts</b></p>
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<b>Belonging and identity in religious and non-religious communities</b>	Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Talk about similarities and differences between themselves and others, and among families, communities and traditions.	<b>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b>	Identify things that are important in their lives.  Understand that there are similarities and differences between people.	Discuss their own identity and list the ways in which they belong.  Understand that religion plays an important role in the lives of some people.	<b>Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.</b>	Compare aspects of their own experiences and those of others, identifying what influences their lives. Understand that there are similarities and differences between people and respect those differences.	Ask questions about religions and worldviews and suggest answers from own and others' experiences, including believers. Understand that there are similarities and differences between people and respect those differences.	Make informed responses to questions of identity and experience in the light of their learning. Notice and respond sensitively to different views.	Explain, with reasons, the meaning and significance of religions and worldviews to individuals and communities. Make links to their own experience.
	Show interest in different occupations and ways of life.	Have a developing awareness of their own needs, views and feelings and are sensitive to those of others	<b>Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</b>	Covered primarily in the following units: <b>Expressions of Belonging</b>	Ask and respond to questions about what it means to be part of a community.	<b>Understand the challenges of commitment to a community of faith or belief, and suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</b>	Understand how celebrations and ceremonies bring communities together and compare this to their own experiences.	Understand the benefits of being part of a community and describe some of their own commitments to their community	Ask questions about the challenges of commitment to a community of faith or belief and suggest why belonging to a community may be valuable,	Explain, with reasons, the challenges of commitment to a community of faith or belief, and suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
	Begin to accept the needs of others.	of other people.		<b>Christian Beliefs and Practices</b>						
	Be aware of their own feelings, and know that some words and actions can hurt others' feelings.	Show sensitivity to others' needs and feelings, and form positive relationships.			Covered primarily in the following units: <b>Christmas and Hanukah</b>					
		Talk about how they and others show feelings.			<b>Judaism, Torah and Shabbat</b>					
					<b>Judaism: beliefs and practice</b>					
							<b>Expressions and Identity</b>			
							<b>Content and Significance of the Bible</b>		Covered primarily in the following units: <b>Expressions and Identity</b>	
							<b>Hinduism: beliefs and practices</b>	<b>Hinduism: God and worship in the home</b>		
							<b>The Person of Jesus</b>			

								<b>Religions in the Local Community</b>		Covered primarily in the following units:  <b>Islam: The Five Pillars</b>  <b>Islam: the role of The Mosque</b>  <b>God as Spirit</b>  <b>Importance of Worship</b>
<b>Values, commitments and ethical decision-making</b>	Demonstrate friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.  Play in a group, extending and elaborating play ideas.  Adapt behaviour to different events, social situations and changes in routine.  Talk about the difference between right and wrong.	Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.  Work as part of a group, take turns and share fairly, and understand that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.  Talk about their own and others' behaviour and its consequences, and know that some	<b>Find out about questions of right and wrong and begin to express their ideas and opinions in response</b>  <b>Find out about and respond with ideas to examples of co-operation between people who are different.</b>	Look at religious stories to understand actions and consequences .  Understand that they have their own choices to make and explain how actions can affect other people.  Identify ways in which we can be kind to others and get along together.	Look at religious stories and make connections to their own lives,  Understand that they have their own choices to make and begin to understand the concept of morals.  Appreciate how many people's values are an important	<b>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</b>  <b>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community,</b>	Make informed choices and give reasons for them. Discuss and give opinions on morals and values, including their own.  Covered primarily in the following units:  <b>Expressions and Identity</b>  <b>Content and Significance of the Bible</b>  <b>The Person of Jesus</b>	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. Understand that some questions have no agreed answers.  Covered primarily in the following units:  <b>Expressions and Identity</b>	Explain why individuals and communities may have similar and differing values and express their own values while respecting the values of others.  Covered primarily in the following units:  <b>People's Perspectives on and Impressions of Jesus</b>	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Make informed responses to people's values and commitments (including religious ones) in the light of their learning, using different techniques to reflect deeply.  Covered primarily in the following units:  <b>God as Spirit</b>  <b>People's Perspectives on and Impressions of Jesus</b>

		behaviour is unacceptable. Think and talk about issues of right and wrong and why these issues matter.		Covered primarily in the following units: <b>Expressions of Belonging</b> <b>Introduction to The Bible through Characters and Stories</b> <b>Teaching through Stories</b>	aspect of their lives.  Give examples of ways in which people who are different can get along together.  Covered primarily in the following units: <b>Teaching through Stories</b> <b>Ideas about God in Judaism and Christianity</b>	<b>shared values and respect for others.</b>			<b>The Influences of Faith on Believers</b>	<b>Islam: The Five Pillars</b>
<b>Meaning, purpose and truth</b>	Question why things happen and give explanations.	Answer “who”, “how” and “why” questions in response to stories, experiences or events from different sources.	<b>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using speech, prose, music, art or poetry.</b>	Identify things they find interesting or puzzling, in religious materials studied. Express their own ideas and opinions.  Covered primarily in the following units: <b>Expressions of Belonging</b>	Realise that some questions that cause people to wonder are difficult to answer. Express their own ideas and opinions using speech, prose, music, art or poetry.  Covered primarily in the following units:	<b>Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in</b>	Compare their own and other people’s ideas about questions that are difficult to answer.  Covered primarily in the following units: <b>Expressions and Identity</b> <b>Content and Significance of the Bible</b>	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.  Covered primarily in the following units: <b>Expressions and Identity</b>	Make informed responses to questions of meaning and purpose in the light of their learning. Apply ideas of their own in different forms including music, art, poetry or reasoned argument.	Discuss and debate reasons why different people have different ideas about the divine. Discuss different perspectives on questions about the beginnings of life on Planet Earth, so that they can describe different ways

				<p>Introduction to The Bible through Characters and Stories</p> <p>Teaching through Stories</p>	<p>Teaching through Stories</p> <p>Ideas about God in Judaism and Christianity</p>	<p>different forms including music, art, poetry or reasoned argument.</p>	<p>The Person of Jesus</p>	<p>Covered primarily in the following units:</p> <p><b>Islam: Muhammed</b></p> <p><b>Islam: The Quran</b></p> <p><b>Origins and Compositions of the Bible</b></p> <p><b>The Influences of Faith on Believers</b></p>	<p>that science and religion consider questions of origins. Apply ideas of their own in different forms including music, art, poetry or reasoned argument.</p> <p>Covered primarily in the following units:</p> <p><b>God as Spirit</b></p> <p><b>Expressing Religious Faith through Arts</b></p>
<p>Language</p>	<p>Family names, similar, different, same, feelings, jobs, choices and consequences related to behaviour.</p>	<p>Feelings, culture, belief, similar, different, same, tradition, values, choices and consequences related to behaviour.</p>	<p>God, believe, faith, special, worship, church, synagogue, pray, sing, belong, feelings, different, the same, Christmas, Jesus</p>	<p>God, believe, faith, worship, church, pray synagogue, Torah, Shabbat, menorah, pray, sing, belong, feelings, different, the same,</p>	<p>God, Gods, Goddesses, Jesus, church, Mandir, pray creation, story, differences, similarities, worship</p> <p>what, when, how, why, how, explore, investigate, explain</p>	<p>God, Gods, Goddesses, Jesus, church, Mandir, creation, story, differences, similarities, worship, puja tray, pray, kum kum powder</p> <p>what, when, how, why, how, explore,</p>	<p>God, Allah, Muslim, believe, mosque, Quran, Bible, Mohammed, Jesus, church, story</p> <p>explore, investigate, explain, discuss,</p>	<p>God, Allah, Muslim, Islam, believe, mosque, Quran, Bible, Mohammed, Jesus, church, story, five pillars of Islam</p> <p>explore, investigate, explain, discuss,</p>	

				what, when, how, why, how, answer. think, ask, answer, talk about, different, the same, respect	Christmas, Hanukah what, when, how, why, how, answer, explain think, ask, answer, talk about, different, similar, respect		suggest, explore, compare, reflect, feelings, emotions, respect	investigate, explain, discuss suggest, explore, compare, reflect, feelings, emotions, respect, express	compare, similar, different suggest, explore, compare, reflect, feelings, emotions, respect, express, experiences, personal, influence	analyse, express, opinion suggest, explore, compare, reflect, feelings, emotions, respect, express, experiences, personal, influence, appreciate
<b>Texts</b>	A variety of different fiction and non-fiction texts depending on celebration/culture. <i>Diwali: The Story of Rama and Sita</i> <i>Christmas: The Nativity</i> <i>Chinese New Year: Dragon</i>	A variety of different fiction and non-fiction texts depending on celebration/culture. <i>Diwali: The Story of Rama and Sita</i> <i>Christmas: The Nativity</i> <i>Chinese New Year: Dragon</i>	<i>The Lost Coin, The Parable of the Weeds, The Parable of the Hidden Treasure</i> <i>Discovering Churches: a guide for young explorers by Lois Rock</i> <i>Keystones: Christian Church by Alan Brown</i>	<i>The Good Samaritan, The Prodigal Son, The Lost Sheep, The Wise Man and the Foolish Man</i> <i>Jewish Synagogue by Laurie Rosenberg</i> <i>Festivals by Sharon Barron</i> <i>My Jewish</i>		Bibles, e.g. Good News, New Light Children's Bible, Contemporary English Version, NRSV Children's Bible My life as a Buddhist, Christian, etc. by Trevor Guy et al (a series, one book devoted to each world religion) The Heart of Hinduism: a resource pack for primary teachers Living Hinduism by Lynne Gibson The Christmas and Easter story	My life as a Buddhist, Christian, etc. by Trevor Guy et al (a series, one book devoted to each world religion) The Heart of Hinduism: a resource pack for primary teachers Living Hinduism by Lynne Gibson Teaching Images of the Christian Faith: symbols of faith by Mike Stoner □ Symbols of Faith: Conveying Meaning by Joyce Mackley	The Christmas and Easter story Extracts from the Quran and the Bible Marvellous Stories from the Life of Muhammad by M A Tarantino Beliefs and Cultures: Muslim by Richard Tames □ The Qur'an and Islam by Anita Ganeri □ World Religions: Islam	Extracts from the Quran and the Bible The Christmas and Easter story The Lord's Prayer The story of Noah and the Ark and of Mary and Joseph The story of Iazarus and Water to Wine	

	<i>Dance / The Story of Chinese New Year</i> <i>Easter: The Easter Story</i>	<i>Dance / The Story of Chinese New Year</i> <i>Easter: The Easter Story</i>		The Christmas and Easter story	<i>Faith by Anne Clark</i> <i>The Hannukkah Story by Anita Ganeri</i> The Christmas and Easter story			The Christmas and Easter story	by Richard Tames	
<b>Visits</b>	Church – Christmas Carol Service Metro Centre – Visit Santa, we also visit the nativity scene at the centre and have a discussion.	Church – Christmas Carol Service Metro Centre – Visit Santa, we also visit the nativity scene at the centre		Hillsong church	Church, synagogue		Hindu Temple	Hindu Temple	Mosque	Mosque