

RE

Skills Progression



	Daisies (2.Y.O.)	Sunflowers (3Y.O)	Reception
Early Learning Goal	ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class		
Skills Progression in EYFS	<ol style="list-style-type: none"> 1. Make connections between the features of their family and other families. 2. Notice differences between people. 	<ol style="list-style-type: none"> 1. Continue to develop positive attitudes about the differences between people. 2. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ol style="list-style-type: none"> 1. The story of creation: Christians believe God created the world. God told his people to look after the world 2. The bible is the holy book for Christians. Stories in the Bible have special meaning to Christians and help to guide their life. 3. Christians celebrate the birth of Jesus at Christmas. Advent is when Christians wait for the birth of Jesus. 4. The church is the holy place for Christians. Christians visit a church to talk to God and worship him as a family. To understand

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			<p>the role of a vicar/priest/faith leader.</p> <p>5. Muslims believe that they should be grateful for all that God has provided. They believe that the Quran directs them on how to live their life. They believe that Allah's creations must be treated with care. Mosques are a holy place for Muslims.</p> <p>6. Hindus celebrate the story of Rama & Sita as the triumph of good over evil. The Mandir is a holy place for Hindus. The murtis are special to Hindus</p> <p>7. Christians and Jews share a story that tells how God created the Earth. They both believe that God told people to look after the world. The Torah is</p>
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			<p>the holy books for Jews</p> <ol style="list-style-type: none">8. Know some features of their local community. – e.g. Understand that some places are special to members of their community e.g. church/mosque.9. Recognise that people have different beliefs and celebrate special times in different ways.10. Learn more about some celebrations11. Explore the natural world around them.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE is Non Statutory Agreed Lancashire Syllabus	<p>Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non-religious world views.</p> <p>Rationale: Pupils begin to gain an understanding of the connections between the Abrahamic faiths through a progressive study of Christianity and Islam and encountering Judaism. They will be introduced to Dharmic traditions.</p>		<p>Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non-religious world views.</p> <p>Rationale: Pupils will build on their learning in KS1 by continuing to progress their knowledge and understanding of Christianity, Islam and Hinduism. They should also encounter the other major world religions and non religious world views. This means that the curriculum is broad and balanced, but also allows for a depth of knowledge and understanding of the religions that are studied progressively.</p>			
Substantive Knowledge Christianity:God	<p>Why Christians say God is a 'father'</p> <p>Christians talk to God through prayer; words, rituals and items used in prayer and why they are used</p>	<p>How we treat the world.</p> <p>The story of creation and how this influences Christians' ideas about the world. The ways Christians care for God's world: Harvest</p>	<p>Why some people serve God</p> <p>Through stories of prophets from the Bible, identify Christian beliefs and values.</p>	<p>How and why Christians use the Bible. The Bible is a collection of different books that</p> <p>Christians believe is the word of God. Christians try and follow the teachings of the Bible.</p>	<p>It is sometimes difficult to do the right thing.</p> <p>Christian beliefs and teachings about sin and temptation and the importance of forgiveness</p>	<p>Christian rituals and rights of passage: deeper meaning of baptism.</p> <p>Different views and denominational differences.</p>
Substantive Knowledge Christianity:Jesus	<p>Christians believe Jesus was a special baby and a sign of God's love</p>	<p>Christians believe Jesus is the 'Light of the World'</p> <p>The symbolic meaning of Christingle and Christmas</p>	<p>What did it mean to be a disciple of Jesus Why did men decide to become a disciple of Jesus. How do Christians follow the teachings and examples of Jesus</p>	<p>Why sacrifice is an important Christian value. Story of Jesus's temptation in the Wilderness and what Christians can learn from this.</p>	<p>What Christians learn about Jesus from the stories of his miracles. Christians believe Jesus is God incarnate</p>	<p>Christian beliefs and teachings about the death and resurrection of Jesus and that these are a source of hope and comfort.</p>

<p>Substantive Knowledge Christianity: The Church</p>	<p>How people show they belong to God Christians' belief the Church community is like a family. Christians' welcome new members into the family.</p>	<p>Core beliefs and values that are shared by the Christian community. Why coming together as a community is important to Christians.</p>	<p>What Christians mean by The Holy Spirit and the impact on their lives. The fruits of the Spirit are qualities that Christians believe in.</p>	<p>Beliefs, teachings and values found in the parables and the importance of these as a source of guidance for Christians today.</p>	<p>Christian beliefs and teachings about the Trinity. Beliefs and values in the Apostle's Creed and how they impact on the lives of Christians.</p>	<p>The importance of the death and resurrection of Jesus for Christians. Christian beliefs of life after death and the impact on Christian life.</p>
<p>Substantive Knowledge: Islam</p>	<p>How beliefs about creation effect the way people treat the world Muslims believe in one God Allah who created the world and they must look after it.</p>	<p>Why Muslims believe it is important to obey God. Know that submission to God is an important part of Islamic life. How and why Muslims pray- salah, wuhdu, prayer mats</p>	<p>Why the prophet Mohammed is an example to Muslims The story of the prophet Mohammed. Zakah and the different ways Muslims might be charitable.</p>	<p>Why Muslims fast Teaching of Ramadan in the Quran. Importance of fasting in context of the Five Pillars. Impact of fasting on families & communities.</p>	<p>The Quran and why it is important to Muslims The Quran is the word of God and provides guidance for live. The Night of Power. How respect for the Quran symbolises respect for God. The Quran influences the actions and choices for Muslims.</p>	<p>Hajj and why it is important to Muslims- rituals and impact Five pillars of Islam and the importance of Ummah to Muslims</p>
<p>Substantive Knowledge: Hinduism</p>	<p>What Hindus believe about God Hindus believe in one God that is represented in different ways. How stories, symbolism and imagery are used to teach beliefs about the deities.</p>	<p>How Hindus show their devotion to deities. Hindus believe in one God who is worshipped in different forms. How and why they express their devotion.</p>	<p>Why family is important in Hindu life. Importance of duty (dharma) in Hinduism- duty to religion, society and the family. Family members in the story of Rama & Sita and what this teaches Hindus</p>	<p>What Hindus learn by celebrating Diwali. Explore the central characters in the story or Rama and Sita and what Hindus might learn from them. Learn about the deity Vishnu and Hindus' beliefs about avatars</p>	<p>What Hindus learn from the stories of Krishna. Why Krishna is a popular Hindu deity and what stories about him might teach them. Hindu festival of Holi and the different ways it is celebrated.</p>	<p>If there is one journey or many. Hindu beliefs about Karma and reincarnation and how these impact a believer's life. Hindu concept of Moksha as the ultimate destination of the soul.</p>

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<p>Substantive Knowledge: Judaism</p>	<p>Why some people put their trust in God. Jewish people believe that they can put their trust in God. Explore how Noah and Abraham put their trust in God</p>	<p>What aspects of life matter Jewish beliefs and values and how Jews live in accordance with the Torah. The story of Moses and the Ten Commandments and how these effect the life of a Jew.</p>			<p>Why people needs laws to guide them. Why the Torah is so important to Jewish people and how it is a source of guidance. Jewish people visit the Synagogue to deepen their understanding of the Torah and to receive support from the people</p>	
<p>Substantive Knowledge: Sikhism</p>			<p>Why the Gurus are important to Sikhs The story of Guru Nanak, the ten Gurus of Sikhism and how Sikhs follow the examples of the Gurus. The important of Guru Granth Sahib as a living teacher and source of knowledge</p>	<p>How Sikhs express their beliefs and values. Explore the core beliefs and values of Sikhism through symbols, clothing and worship. Sikhs believe in one God and all are equal before God.</p>		
<p>Progression in RE Skills</p>						
<p>RE Skills Beliefs and Values</p>	<ul style="list-style-type: none"> • Give an example of a key belief and/or a religious story • Give an example of a core value or commitment 	<ul style="list-style-type: none"> • Retell and suggest meanings for religious stories and/or beliefs • Use some religious words and phrases when talking about beliefs and values 	<ul style="list-style-type: none"> • Show awareness of similarities in religions • Identify beliefs and values contained within a story/ teaching • Identify the impact religion has on a believer 	<ul style="list-style-type: none"> • Describe what a believer might learn from a religious teaching/ story • Make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> • Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • Explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> • Analyse beliefs, teachings and values and how they are linked • Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life expression

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<p>RE Skills : Living Religious Traditions</p>	<ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves 	<ul style="list-style-type: none"> • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> • Describe the impact religion has on believers' lives • Explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> • Explain differing forms of expression and why these might be used • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> • Explain the impact of beliefs, values and practices – including differences between and within religious traditions • Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • Explain differing ideas about religious
<p>RE Skills: Shared Human Experience</p>	<ul style="list-style-type: none"> • Notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> • Identify things that influence a person's sense of identity and belonging 	<ul style="list-style-type: none"> • Describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> • Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> • Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • Discuss how people change during the journey of life

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RE Skills: Search for Personal Meaning	<ul style="list-style-type: none">• Ask questions• Talk about their own experiences	<ul style="list-style-type: none">• Ask relevant questions• Talk about their own identity and values	<ul style="list-style-type: none">• In relation to matters of right and wrong, recognise their own and others' values• Discuss own questions and responses related to the question 'who should we follow – and why?'	<ul style="list-style-type: none">• Reflect on their own personal sources of wisdom and authority	<ul style="list-style-type: none">• Discuss and debate the sources of guidance available to them<ul style="list-style-type: none">• Consider the value of differing sources of guidance	<ul style="list-style-type: none">• Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments• Develop own views and ideas in response to learning• Demonstrate increasing self-awareness in their own personal development
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