

RE SKILLS AND KNOWLEDGE PROGRESSION



Knowledge (learning about religion)

EYFS

Special People

Myself and my family:

What makes me individual?

How are our families both similar and different?

People who help us in the community

Special Places

Myself: My home, my classroom / school / the natural world

Special words and stories:

My favourite story book

Our class favourite books

Special Times

Know some similarities and differences between different religious and cultural communities in this country:

Birthdays, Harvest, Divali, Christmas, Remembrance Day, Chinese New Year, Easter, Mayday, Mother and Father's Day (focus on these celebrations happening in UK communities).

Cohort specific religions and cultures

Year One

Special people

Christianity

To know who Jesus is and why He is 'special' to Christians.

To know the significance of the Christian story to Christians.

Hinduism

To know who Rama and Sita are and why they are special to Hindus.

Special symbols and objects

Christianity

To know that the cross is special to Christians and why it is special.

Judaism

To know that the Torah is special to Jews.

Special things in nature

Christianity

To know how Christians believe the world began.

To know the significance of Saint Francis of Assisi and the sort of relationship he had with things in nature.

Islam

To know why the cave on Mount Hira is such a special place for Muslims.

Year Two

Special places

Christianity

To know that churches are special places for Christians.

To know what happens in church at a Harvest Festival.

To know what happens in church during Advent.

Special words and stories

Christianity

To know what the Bible is and why it is special to Christians.

To know what the Lord's Prayer is and why it is special to Christians.

To know the Bible story of the death and resurrection of Jesus.

Judaism

To know what the Megillat Esther is and why it is so special for Jews.

To know how Jews remember the story of Esther during the feast of Purim.

Sikhism

To know what extraordinary experience led Guru Nanak to write songs in praise of God.

To know how the Sikh holy book helps parents choose their baby's name.

Special ways of living

Christianity

To know the story Jesus told about the Good Samaritan and what Christians believe it tells them about how we should live our lives.

Buddhism

To know how Buddhists try to live their lives.

To know what happens to Buddhist boys in Thailand when they live as child monks.

Islam

To know why Muslims fast during Ramadan.

To know what Muslims do to celebrate the end of Ramadan at the festival of Eid al-Fitr.

Year Three

Christianity

To learn about the main features of Anglican churches and their significance.

To understand the origins, meaning and significance of Baptism.

To understand that Jesus (born a Jew) went on to found the Christian religion.

To recall how the disciples were chosen.

Islam

To understand the part played by the city of Makkah and the Ka'aba in the life of the Prophet Muhammad.

To understand the function and significance of the mosque and its main features.

To understand how the daily lives of Muslims are interspersed with regular prayers.

To understand why Muhammad is important to Muslims.

Judaism

To understand the main features of the synagogues and their significance.

To appreciate the significance of the Torah scroll for Jews.

Year 4

Judaism

To understand the significance for Jews of the story of Moses and the exodus from Egypt.

To understand how Jews keep the memory of their ancestors' escape from Egypt alive through the festival of Pesach and the symbolic foods featured in the Seder meal.

To understand the significance of the Ten Commandments for Jews (and Christians).

To understand what it means to have a kosher home and the significance of this for Jews.

Hinduism

To understand that ultimately Hindus only believe in one God: Brahman and that the many different gods and goddesses reveal different aspects of the One.

To develop understanding of what happens inside mandirs, including congregational puja.

To understand that Hindus regard life as a succession of different incarnations until moksha is achieved.

Christianity

To understand the nature of parables (the Good Samaritan, the parable of the sower) and the reasons why Jesus used parables (the Good Samaritan, the parable of the Sower, the Lost Sheep) to teach people about God and how to treat others.

To understand the main forms/features of Christian prayer and the importance of prayer for Christians.

Year 5

Sikhism

To understand the significance of the Guru Granth Sahib for Sikhs as a 'living Guru' and how this is reflected in the way it is treated.

To develop understanding of key beliefs about the nature of God as expressed in the Mool Mantra.

To develop understanding of the main features of gurdwaras, including the langar and their significance.

To know the significance of Guru Nanak for Sikhs as the founder of Sikhism.

To know the significance of Guru Gobind Singh as the person who unified Sikhism through the formation of the Khalsa.

To understand the symbolic significance of the Five Ks and the turban and why these are so important to Sikhs.

Islam

To understand the significance of the 'First pillar: Shahada (declaration of faith)'

To understand the significance of the 'Second pillar: Salah (call to prayer)'

To understand the significance of the 'Third pillar: Zakah (poor due)'

To understand the significance of the 'Fourth pillar: Sawm (fasting during Ramadan)'

To understand the significance of the 'Fifth pillar: Hajj (pilgrimage to Makkah)'

Year 6

Buddhism

To know the key elements in the story of the Buddha's early life and his quest to find an answer to the problem of suffering.

To understand the Buddhist concepts of The Middle Way, enlightenment and Nirvana.

To understand the importance for Buddhists of living with clarity, calmness and peace of mind.

To understand the main features of Buddhist shrines and their symbolism.

To understand key features of Buddhist devotional practice, including making offerings and chanting mantras.

To understand the significance of prayer flags and prayer wheels in Tibetan Buddhism.

Christianity

To understand the significance of Palm Sunday for Christians and what takes place on Palm Sunday today.

To understand the meaning and significance of what took place before and during the Last Supper.

To learn about the events of Good Friday and Easter Sunday and the significance of Jesus' suffering and death to Christians.

Humanism

To understand in general terms what it means to be a Humanist.

To understand key Humanism beliefs and ideas, including the Golden Rule, living a good and happy life, equality, atheism and agnosticism, having a scientific approach to life.

Key Skills Progression

Skills (learning from religion)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identity and experience (making sense of who we are)</p> <p>Meaning and purpose (making sense of life)</p>	<p>Identify and respond positively to similarities and differences between them and others.</p> <p>Identify places which are special to them and other members of their community</p> <p>Identify things they find interesting or puzzling about stories and artefacts.</p>	<p>Identify aspects of own experience and feelings, in religious material studied.</p> <p>Identify things they find interesting or puzzling, in religious materials studied.</p>	<p>Respond sensitively to the experiences and feelings of others, including those with a faith. Realise that some questions that cause people to wonder are difficult to answer.</p>	<p>Compare their own and other people's ideas about questions that are difficult to answer.</p>	<p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p> <p>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning.</p>	<p>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>
<p>Values and commitments (making sense of right and wrong)</p>	<p>Identify aspects of their own feelings and experiences when discussing stories, celebrations and artefacts</p>	<p>Identify what is of value and concern to themselves, in religious material studied.</p>	<p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>	<p>Make links between values and commitments, including religious ones.</p>		<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p>	<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning which show the ability to reflect deeply.</p>