

Religious Education Progression of Skills 2021-2024



Believing and Belonging

Year group	Christianity	Islam	Judaism	Sikhism	Hinduism	Other world views
R	<p>Understand that Christians believe that God created the world.</p> <p>Christians believe they should be thankful for creation and the world around them.</p> <p>Understand that Christians believe we should look after the world God made.</p> <p>Children can express why some believers celebrate Christmas</p> <p>Children can recognise and describe special places for Christians and know why they are special? Find out how Christians celebrate Harvest.</p> <p>Describe what happens at the Harvest festival.</p> <p>Begin to think about why Christians celebrate the Harvest. Find out why Christians celebrate Christmas.</p> <p>Describe what happens at the Christmas festival.</p> <p>Begin to think about how Christians share their 'good news' message about Jesus' birth.</p>	<p>Children can express why some believers celebrate Eid</p> <p>Children can recognise and describe special places for Muslims and know why they are special? Understand the common tradition of the creation story in Islam.</p> <p>Begin to note some differences in the Islamic creation tradition.</p> <p>Explore the role of the Khalifa.</p>	<p>Understand that Jewish people believe that G-d created the world.</p> <p>Begin to understand the Shabbat is a day of rest with no work.</p> <p>Begin to compare the Christian creation story with the Jewish creation story.</p> <p>Find out how Jewish people celebrate Rosh Hashanah.</p> <p>Describe what happens in people's homes during Rosh Hashanah.</p> <p>Begin to think about similarities and differences in Christian and Jewish festivals.</p> <p>Find out how Jewish people celebrate Hannukah.</p> <p>Describe what happens in people's homes during Hannukah.</p>	<p>Hear the story of Guru Hargobind; understand that Sikhs celebrate the good example of the Guru.</p>	<p>Children can express why some believers celebrate Diwali</p> <p>Understand the key beliefs in the Hindu creation story.</p> <p>Begin to identify the Trimurti in relation to the Hindu story of creation.</p> <p>Learn about the story of Rama and Sita and understand that Hindus celebrate the happy ending to the story.</p>	<p>Begin to think about religious and cultural festivals.</p> <p>Find out how Chinese people celebrate the Mid-Autumn Festival.</p> <p>Describe what happens during Mid -Autumn Festival.</p> <p>Find out about different ways to celebrate.</p> <p>Begin to think about how different religions celebrate the same festival..</p>

Religious Education Progression of Skills 2021-2024



Believing and Belonging

Year group	Christianity	Islam	Judaism Sikhism Hinduism	Other world views
1	<p>Find out about the Bible and how it is treated.</p> <p>Ask questions about stories and their meaning for Christians. Talk about how Christians see God as a loving God Understand that Christians make a difference in their lives by following examples from stories</p> <p>Understand about the kind of gifts that are given at Harvest, and have the opportunity to try them.</p> <p>Retell and suggest meanings for stories about the birth of Jesus, (Luke 1:26-38, Matthew 1:18- 2:12).</p> <p>Talk about how Christians believe Jesus is special and call him the 'son of God'.</p> <p>Talk about and respond to questions about stories from the life and teachings of Jesus, such as: his baptism (Matthew 3:13-17); the calling of the first disciples (Matthew 4:18-22) the command to love one another and the washing of feet (John 13:1-17); forgiveness and generosity (Luke 15).</p>	<p>Find out about the Qur'an and how it is treated.</p> <p>Ask questions about stories and their meaning for Muslims.</p> <p>Understand that Muslims make a difference in their lives by following examples from stories</p> <p>Become familiar with the story of Ramadan</p> <p>Outline what and when they eat and drink, and consider what it might be like not to eat or drink during daylight hours.</p> <p>Gain an understanding of the celebration of Eid</p>		<p>To know what celebration means and be able to express how this makes them feel.</p> <p>To know that festival days are celebrated by followers of religions.</p> <p>Explain something they are thankful for</p> <p>Listen to stories that encourage caring and explore ways people follow these examples</p> <p>Listen to stories that encourage caring and explore ways people follow these examples</p> <p>Talk and ask questions about how they can care for others</p>

Religious Education Progression of Skills 2021-2024



Believing and Belonging

Year group	Christianity	Islam	Judaism Sikhism Hinduism	Other world views
2	<p>Begin to understand how many Christians welcome a new baby</p> <p>Recognise and talk about some Christian symbols Name a church as a special place for Christians Find out what some Christians do at church to show they belong. Identify some important parts of a church and why there are important. Explore what goes on inside a church Think about why people want to belong to the church</p> <p>Consider actions, thoughts and feelings of Christians during prayer. Consider what symbols can help Christians to focus on prayer. Are some prayers special for Christians?</p> <p style="color: purple;">Talk about how Christians see God as the Creator (Genesis 1:1-2:3)</p> <p style="color: purple;">Notice how the Christian beliefs about God and Jesus are based on a promise or 'covenant' between God and people.</p> <p style="color: purple;">Name some of the early figures in the Old Testament, retelling stories and talking about Noah, Abraham, Isaac, Jacob and Joseph.</p> <p style="color: purple;">Name and retell key events in the final days of Jesus ministry, including: his arrival in Jerusalem on a donkey (John 12:12-15); the last meal with his disciples (Mark 14: 12- 26); his death on the cross (Luke 23:26-56) and his friends finding the empty tomb (Luke 24:1-12). Recall how these are remembered in Holy Week and Easter.</p> <p style="color: purple;">Notice and recall how the Bible is important for Christians, including: how it is seen as a special 'holy' book inspired by God; how it is read at home and in church; different ways in which it guides Christians' lives; how it has an Old and New Testament.</p>	<p>Begin to understand how many Muslims welcome a new baby</p> <p>Recognise and talk about some Muslim symbols</p> <p>Name a Mosque as a special place for Muslims.</p> <p>How do some Muslims show that they belong by what they wear?</p> <p>Learn about Muslim prayer and name the objects used in Muslim prayer</p> <p>Explore what goes on inside a mosque.</p> <p>Think about why people want to belong to the mosque.</p> <p>Compare what it means to belong to a mosque</p> <p>Consider actions, thoughts and feelings of Muslims during prayer.</p> <p>Consider what symbols of faith can help them to focus on prayer.</p> <p>Consider what symbols of Muslim faith can help them to focus on prayer.</p>		<p>Consider how we welcome someone new. Think about the importance and meaning of names. Know what it means to belong Understand that symbols have meanings Talk about what makes a place special. Consider the meaning behind prayer and the reasons for doing it.</p> <p>Name and recall some of the main festivals and seasons. Describe special prayers/ worship associated with festivals and seasons. Name some of the symbols and practices linked to festivals and seasons.</p> <p>Describe what places are special for prayer Be able to describe everyday objects that help children to be quiet Be able to write their own prayers/ reflections</p> <p>Explore questions about the world around them. Recognise the emotions associated with being creative. Notice and appreciate that all creativity is different and respond sensitively to difference. Reflect on the feelings of others. Recognise that there are some 'mysterious' questions which we can ask about our world. Consider and compare the Christian and the Humanist view of creation. Talk about religious and non-religious responsibilities towards our planet Recognise that people have varying ideas about right and wrong. Understand that what we do has an impact on our world. Express their own views and listen to the views of others.</p>

Religious Education Progression of Skills 2021-2024



Believing and Belonging

End of Key Stage:	Christianity	Islam	Judaism	Sikhism Hinduism	Other world views/experiences
LKS2 Cycle A (Year 3 from Sept 2022)	<p>Understand that Christians consider Jesus to be their leader.</p> <p>Investigate stories about Jesus and explore Christian beliefs about him.</p> <p>Understand why Jesus is a role model and an inspiration for Christians.</p> <p>Understand what a promise is and how to keep a promise.</p> <p>Understand that a covenant is a special promise between God and people.</p> <p>Understand that God made a covenant with Noah.</p> <p>Observe pictures and images used by Christians and respond thoughtfully to what is shown</p> <p>Describe and evaluate how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance.</p> <p>Recall the stories in the Old Testament about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. [2a.2]</p> <p>Explore how God is seen as the Holy Trinity, Father, Son and Holy Spirit. [2a.3]</p> <p>Reflect on narratives such as: Mary, Joseph, the shepherds and angels (Luke 1:26 -38, 2:1-20; the magi (Matthew 1:18-2:12), applying ideas about their meaning. [2a.3]</p> <p>Compare traditional stories and celebrations with biblical accounts.</p> <p>Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness. [2a.5]</p>	<p>Understand that Muslims consider the Prophet Muhammad to be their leader.</p> <p>Investigate stories about the Prophet Muhammad and explore Muslim beliefs about him.</p> <p>Understand why the Prophet Muhammad is a role model and an inspiration for Muslims.</p> <p>Understand that Muslims only create patterns rather than illustrating animal or human form</p> <p>Learn about the names of Allah & his attributes</p>	<p>Understand that Jews consider Moses to be their leader.</p> <p>Investigate stories about Moses and explore Jewish beliefs about him.</p> <p>Understand why Moses is a role model and an inspiration for Jews.</p> <p>Recognise Abraham as an important figure in Judaism.</p> <p>Retell stories about Abraham.</p> <p>Understand the meaning and significance of Moses as a key figure in Judaism past and present.</p> <p>Explore and discuss stories of God's faithfulness to his people, as revealed in the story of the Exodus</p> <p>Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today</p> <p>Learn about the idea of rest on Shabbat; Shabbat as a day of delight Understand how stories from the Jewish Bible matter to Jewish people. The synagogue as an important place of worship and community in Judaism</p> <p>The place of the rabbi in guiding and supporting the Jewish community</p> <p>Learn about the Torah and how it is looked after in the synagogue</p> <p>Suggest reasons why the Torah is a sacred text to most Jewish people</p> <p>Make a connection between a special book to themselves and what is special to Jewish people</p>		<p>Investigate the position of a leader. Find out about some leaders and understand the qualities a leader may possess. Compare their own experiences of role models and influences, with those of others. Compare their own experiences of role models and influences, with those of other religions Find out about some modern-day leaders.</p> <p>Compare their own experiences of role models and influences, with those of others.</p> <p>Understand why some modern-day leaders are seen as role models and an inspiration for different groups of people. Understand the qualities a leader may possess.</p> <p>Identify their own values and commitments and recognise how these affect their own behaviour.</p> <p>Make links between their own values and commitments and their behaviour in daily life.</p> <p>Recognise the difference between what is special and what is holy</p> <p>Understand the meaning of 'spiritual'.</p> <p>Explore their own ideas and values through artistic expression</p> <p>Understand the meaning and significance of some symbols</p> <p>Explore how faiths use words, calligraphy and poetry to represent beliefs</p> <p>Consider how and why some faiths use music as an expression of beliefs.</p> <p>Explore how music and lyrics express values and beliefs.</p>

Religious Education Progression of Skills 2021-2024



Believing and Belonging

	Christianity	Islam	Judaism	Sikhism	Hinduism	Other world views/experiences
<p>LKS2 Cycle B (Year 4 from Sept 2022)</p>	<p>Describe and show understanding of how Christians believe God to be an all-powerful Creator as well as eternal, loving and righteous. [2a.1] Explore how these may be applied or interpreted in different ways. [2a.1]</p> <p>Look at some of the Psalms as examples.</p> <p>Describe and explain a range of churches, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic and free churches. [2a.4] Notice how leadership differs in churches from bishops and clergy to leadership by lay people. [2a.4]</p> <p>Make links between symbols and their meanings, looking at the use of artefacts and decorations. Explain how festivals and seasons are celebrated, including Ascension and Pentecost. [2a.6] Explain how Christian teachings represent a code for living, derived from texts such as: the Ten Commandments (Exodus 20) and The Golden Rule (Love God, Love your neighbour).</p>	<p>Investigate Islamic beliefs about creation.</p>	<p>Investigate Jewish beliefs about creation.</p> <p>Consider what the Jewish creation story tells us about the world</p> <p>Investigate Jewish observance of Shabbat and its links to their Creation story.</p> <p>Retell the story of Hanukkah.</p> <p>Describe how light is an important part of the story.</p> <p>Explain why Jewish people use food and actions to reaffirm their beliefs.</p>	<p>Retell the story of Guru Hargobind and the release of the prisoners.</p> <p>Describe how the lights at Amritsar were special.</p> <p>Suggest links between the Maccabees and Guru Hargobind.</p> <p>Reflect on their experiences of learning from a teacher.</p> <p>Understand the term guru as a spiritual teacher who helps a disciple move from spiritual ignorance to spiritual wisdom.</p> <p>Find out about the early life of Guru Nanak</p> <p>Understand the significance of Nanak's enlightenment</p> <p>Reflect on Sikh teaching about God from the guru Granth Sahib</p> <p>Understand that music is an important part of Sikh worship</p> <p>Reflect on Sikh teaching about God</p> <p>Explore the meaning of some Sikh poems and stories</p> <p>Understand that Guru 'lineage' is important</p> <p>Understand the significance of the Golden Temple as the resting place of the Guru Granth Sahib.</p> <p>Recognise that the Guru Granth Sahib is the last in a line of Gurus.</p>	<p>Understand the story of Prince Rama and Princess Sita.</p> <p>Describe why Hindus use lights during the festival of Diwali.</p> <p>Explain how light is a representation of good overcoming evil.</p>	<p>Explore ideas about looking after the world. Consider what the different stories mean and reflect on the similarities and differences in the stories. Suggest ideas for why there are similarities and differences in the stories.</p> <p>Recognise responsibilities for looking after the world. Investigate the purpose and practice surrounding the 'rest day' in faiths today. Understand that stories have different interpretations and meanings to different people. Understand that stories about creation have been passed down over many years. Reflect on their own ideas about creation and the world around.</p> <p>Understand that light has been important to many different civilisations. Describe how one other festival or celebration uses light. Suggest ideas as to why light is used as a representation. Describe how the winter and summer solstices are celebrated. Explain the significance of the sun to Pagans and others. Understand that there are many representations of light as hope, freedom, warmth, reflection, resurrection, new birth, life etc. Explain one way that light is used as a symbol.</p> <p>Identify groups that they belong to and the symbols and actions associated with them. Explore what being part of a community means, including welcoming someone new. Find out which religions are represented in the local area or community. Find out about worship and religion in the local area or community. Understand what diversity means. Reflect on some ideas about religious diversity. Develop their understanding of the local significance of places of worship and symbols. Find out about different faiths and explore differences and similarities. Understand the term denomination. Consider what is important about the place of worship for believers. Consider how different faiths work together for community cohesion. Plan a project to support different faiths and believers getting on together.</p> <p>Explore important stories and apply them to modern life</p>

Religious Education Progression of Skills 2021-2024



Believing and Belonging

Year Group	Christianity	Islam	Judaism	Sikhism	Other world views/experiences
5 (Cycle A)	<p>Investigate and think about Christian values such as love and forgiveness.</p> <p>Explore Jesus' stories about forgiveness and investigate its meaning. Explore Jesus' beliefs about forgiveness and reflect on their own experiences of forgiveness. Know that Christians believe the act of confession helps them to receive God's forgiveness. Investigate practical examples of forgiveness that reflects Christian teaching</p> <p>Understand that Christians have special places and journeys.** Consider the practice and value of pilgrimage, giving a considered response to their value and impact for believers.**</p> <p>Make links between the church in Yorkshire and Christian communities worldwide, responding to work for charities at home and abroad.</p> <p>Compare and contrast different expressions of spirituality including individual and collective worship, prayer and music.</p> <p>Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. [2b.7]</p> <p>Explain the content and meaning of the Lord's Prayer (Matthew 6:9 - 15). [2b.8]</p> <p>Explore how Christians use and study the Bible in different ways.</p>	<p>Investigate aspects of the life and teachings of Prophet Muhammad</p> <p>Understand how he has influenced the lives of Muslims</p> <p>Be able to say that Makkah is a special place for Muslims.**</p> <p>Understand how to prepare for a special journey.**</p> <p>Describe how a visit to Makkah would inspire a Muslim.**</p>	<p>Investigate Jewish values such as love and kindness.</p> <p>Be able to say that the Western Wall is a special place for Jewish people.**</p> <p>Understand how it makes Jewish people feel to visit the Western Wall.**</p> <p>Understand why this is a special place for the Jewish community.**</p>	<p>Understand that Sikhs experience a personal journey of reflection.**</p> <p>Be able to describe why Sikhs might visit Amritsar.**</p>	<p>Explore the concepts of being bad and being good in terms of actions, words and thoughts. Consider the idea of a code for living and examine whether they are living by a code themselves. Understand that not all people are religious Understand that non-religious people have codes for living that don't refer to god Investigate how people without religious beliefs believe that a person can be 'good without god' Understand that values show in what people do. Understand the impact of our values on others – our values can make people happy – or unhappy Continue to think about the idea that values show in what people do. Begin to understand that the impact of our values can make people happy. Understand more deeply that peace is valued by Humanists, Muslims and Christians, but peace is not always easy to build. Deepen their understanding of the impact of values on life. Investigate codes for living from different faiths and worldviews. Reflect on how having a code for living might help religious believers with difficult decisions Reflect on values that are important to them To draw learning about values together and express ideas of their own about how values can make a community happier</p> <p>Understand the concept of forgiveness and reconciliation Consider the importance trying to put wrongs right. Understand that elements from within religion could be applied to situations they experience in their own lives and their own community</p> <p>Understand that some places are special to different people.** Understand that some places are important to certain faiths.** Make links with journeys and special places in their own lives. ** Be able to describe how these affect one's beliefs.** Explain why Jerusalem is special to Christians, Jews and Muslims.**</p>

(** These are currently covered in cycle B)

Religious Education Progression of Skills 2021-2024



Believing and Belonging

	Christianity	Islam	Judaism	Sikhism	Other world views/experiences
6 (Cycle B)	<p>Explain the meaning of a variety of ceremonies and rituals including Eucharist / communion, infant baptism/dedication and believer's baptism.</p> <p>Investigate what happens at Confirmation and Believers' Baptism and find out about the promises that are made Enquire into the differences between confirmation and believers' baptism</p> <p>Explore the narratives about Moses, the Ten Commandments and the Kingdom, including David, making links between stories and the idea of a covenant between God and the people. [2b.3]</p> <p>Give a considered response to how Christians express their beliefs through working for ideas such as: forgiveness and reconciliation; social justice and equality; charity; lifestyle choices, reflecting on local or national examples [2b.3] Describe and give a considered response to accounts of Jesus' birth, including his Jewish identity and family. [2b.4] Show understanding of the meaning of the word incarnation; how Jesus is seen as fully human and fully divine. [2b.4] Explore and weigh up different titles used by and of Jesus, such as Son of Man, Servant, Rabbi, Messiah, Christ. [2b.4]</p>	<p>Reflect on prior learning about Islam and how they compare the key ideas of other faiths.</p>	<p>Investigate Jewish rites of passage for teenagers Describe what they know about Judaism so far.</p> <p>Explain why Shabbat is important for Jews. Consider how and why David is viewed as a key figure in Jewish History Consider how Jews use the Psalms today Understand the story of Esther. Explain how Purim is celebrated. Suggest ways that people can respond to persecution Describe the ten commandments and how these are followed today.</p> <p>Understand the Shema as the first commandment of Judaism and how this is used in daily life. Describe some of the mitzvah including observance of kosher. Understand how Jews celebrate New Year festivals.</p>	<p>Understand how Sikhs demonstrate values through daily religious observance. Understand Sikh belief about symbols of identity and what they represent. Investigate how Sikh teachings and stories influence Sikh practice. Investigate Sikh beliefs about commitment and initiation. Investigate Sikh teachings about service to others Reflect on Sikh practices and lifestyle choices. Demonstrate understanding of values, including Sikh values</p> <p>Investigate Amrit, the story of the formation of the Khalsa and the importance of commitment for Sikhs</p>	<p>Explore values and understand that people have different ideas about what is important. Reflect on and consider own values. Understand the concept of 'commitment' Reflect on their own experience and ideas</p> <p>Enquire into the responsibilities, rights and ceremonies connected to growing up Consider the question of when a young person might be said to have reached adulthood Consider different kinds of promises and the importance these have in different situations Reflect on their learning about rites of passages and the promises made Reflect on and express their own beliefs and values</p> <p>Investigate what a prophet is and how people follow their messages. Discuss how prophets struggled to be heard by people. Explain the symbolism used in festivals.</p>