

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who am I and where do I belong?	Why do we have celebrations?	What makes a place special?	What makes something special?	What can we learn from stories?	What makes our world wonderful?
Year 1	Why did Jesus tell parables?	Why is Christmas important to Christians?	What is the Torah and why is it important to Jewish people?	Why are certain foods important at Easter?	Why is the Bible and Church important to Christians?	Why should we look after our world?
Year 2	Why do Jewish families celebrate Shabbat?	What are the Christian symbols of Christmas?	Who is Jesus?	Why is Easter important to Christians?	Who is Allah and how do Muslims worship him?	Is prayer important to everyone?
Year 3	What does it mean to be Jewish?	What does it mean to be Jewish? Why are presents given at Christmas?	Why is praying important to Christians?	What happened at Easter and what matters most to Christians?	How is God three and yet one?	How can we live together in one world?
Year 4	Who are Hindus and what do they believe?	Who are Hindus and what do they believe? How can artists help us to understand Christmas?	How did Jesus change lives?	How does Lent help Christians prepare for Easter?	Is Christian worship the same all around the world?	How did it all begin?
Year 5	What do the 5 Pillars of Islam teach Muslims?	What do the 5 Pillars of Islam teach Muslims? Why is light an important sign at Christmas?	How did Jesus' teaching challenge people?	How do Christians know what happened at Easter?	What does it mean to be a Sikh?	How do people express their beliefs through the arts?
Year 6	Who is the Buddha?	Who is the Buddha? What do the Gospels say about the birth of Jesus?	SATs	SATs Did Jesus have to die?	How and why do people work for justice and freedom? (golden rule)	How and why do people work for justice and freedom? (golden rule)

Christianity

Buddhism

Judaism

Islam

Sikhism

Hinduism

Mix of religions

Religious Education

Skills Progression Map

Key Stage 1 and 2

	Attainment target 1: Learning about religions. (Knowledge and understanding of:)			Attainment target 2: Learning from religions. (Response, evaluation, applications and questions of:)		
	Year 1 (KS1 Skills)	Year 2 (KS2 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
<u>Generic skills:</u> <u>Pupils:</u> AF1: Thinking about religion and belief including: Beliefs and teachings (what people believe) Practices and lifestyles (what people do) Expression and language (how people express themselves)	<ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> retell religious, spiritual and moral stories identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> make links between beliefs, stories, festivals and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs 	<ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. 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.

<p>AF2: Pupils: Enquiring, investigating and interpreting including: Identity and experiences (making sense of who we are) Meaning and purpose (making sense of life) Values and commitments (making sense of right and wrong)</p>	<ul style="list-style-type: none"> • identify what they find interesting and puzzling in life relating to their own experience • recognise symbols and other forms of religious expression identify what is of value and concern to themselves, in religious material studied 	<ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • identify possible meanings for symbols and stories and other forms of religious expression respond sensitively to the experiences, values and feelings of others, including those with a faith realise that some questions that cause people to wonder are difficult to answer 	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs including those that are difficult to answer • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression compare aspects of their own experiences and those of others, identifying what influences their lives 	<ul style="list-style-type: none"> • gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs including those difficult to answer • suggest meanings for a range of forms of religious expression (stories, symbols and practices) using appropriate vocabulary ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues 	<ul style="list-style-type: none"> • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> • identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • interpret the significance and impact of different forms of religious and spiritual expression discuss and express their views on some fundamental questions of identity, meaning, purpose and morality
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SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media