



## RE Knowledge and Skills Progression

Big Ideas	<p><b>Understanding/Respect/Empathy:</b> Through exploration of different religions, the children are able to be equipped with knowledge and skills to make reasoned and informed judgements about religious and moral issues, and enhance their spiritual, moral, social and cultural development.</p> <p><b>Community:</b> We value the religious background of all members of the school community and believe RE has an important role for the pupils' spiritual, moral, social and cultural development. We promote respect towards those with other faiths and beliefs than our own. We encourage the children to develop their own sense of identity and belonging through self-awareness and reflection.</p> <p><b>Conflict :</b> It is important to recognise religion portrayal in the media and society in order for us to respond to stereotyping and misconceptions caused by misrepresentation. We aim to promote positive attitudes in order to prepare children for responding to a correct prejudice.</p>						
	Christianity, Judaism, Islam						
	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Questions	<p>Reception to draw out big questions from their topic plan to reflect "Development Matters".</p>	<p>What does it mean to belong?</p> <p><u>I can explain what it means to belong.</u></p> <p>How do we celebrate birth?</p> <p><u>I can describe how different people celebrate birth.</u></p>	<p>Why is belonging important?</p> <p><u>I can recognise how belonging is important to different groups of people.</u></p> <p>How are we connected?</p> <p><u>I can begin to identify connections between people.</u></p>	<p>What makes me belong?</p> <p><u>I can identify different aspects of belonging.</u></p> <p>What is a community?</p> <p><u>I can recognise religious communities and their impact.</u></p>	<p>What does it mean to be chosen?</p> <p><u>I can identify and explain why some people are special in religions.</u></p> <p>What is commitment?</p> <p><u>I can explain how people show commitment.</u></p>	<p>Does everyone belong?</p> <p><u>I can recognise that everyone belongs to different groups.</u></p> <p>Is religion unifying?</p> <p><u>I can explain how religion can bring people together.</u></p>	<p>What determines belonging?</p> <p><u>I can explain how people become part of a group.</u></p> <p>How do we show commitment and devotion to a community?</p> <p><u>I can explain the impact of commitment on a life.</u></p>

	<p>What beliefs do we share?</p> <p><b><u>I can describe shared beliefs across religions.</u></b></p> <p>What is a religious text?</p> <p><b><u>I can identify religious texts for Judaism, Christianity and Islam.</u></b></p>	<p>What shared features would you expect to find in most religions?</p> <p><b><u>I identify shared features in religions.</u></b></p> <p>Why are religious texts 'sacred'?</p> <p><b><u>I can distinguish between sacred and non-sacred texts.</u></b></p>	<p>Do all people in a religion believe and practice the same things?</p> <p><b><u>I can recognise similarities and differences in religious practice.</u></b></p> <p>How are texts used to express beliefs, values, commitments and identities?</p> <p><b><u>I can describe how people are shaped by their religious beliefs.</u></b></p>	<p>Do all religions have the same God?</p> <p><b><u>I can identify similarities and difference between Gods.</u></b></p> <p>Why may some non-text items be given a particularly high status?</p> <p><b><u>I can recognise the importance of religious objects and artefacts.</u></b></p>	<p>If the teachings of a religion are true, how can they change?</p> <p><b><u>I can describe changes in religion over time.</u></b></p> <p>Why are certain texts and objects subject to such a wide range of interpretation?</p> <p><b><u>I can explain why religious texts can be understood differently.</u></b></p>	<p>Since people say different things about religion, how do I know who to believe?</p> <p><b><u>I can reflect on stereotyping and misrepresentation in the media.</u></b></p> <p>How do individual artists and writers use their arts to express feelings, experiences, ideas and beliefs in ways that inspire others?</p> <p><b><u>I can recognise different expressions of religion.</u></b></p>
	<p>What is right and wrong?</p> <p><b><u>I can distinguish between right and wrong.</u></b></p> <p>What can we learn from stories?</p> <p><b><u>I can find meaning in religious stories.</u></b></p>	<p>Is there a difference between knowing what is right and doing what is right?</p> <p><b><u>I can distinguish between knowledge and action.</u></b></p> <p>How do religions pass stories from generation to the next?</p> <p><b><u>I can describe the various ways stories are communicated.</u></b></p>	<p>How can people show thanks to God?</p> <p><b><u>I can describe how people show thanks to God in different ways.</u></b></p> <p>Can a story about something that didn't actually happen be 'true'?</p> <p><b><u>I can identify morals in stories.</u></b></p>	<p>Is light a good symbol for celebration?</p> <p><b><u>I can recognise the importance light symbolism in religion.</u></b></p> <p>Why do we need to make sacrifices?</p> <p><b><u>I can recognise the importance of sacrifice to show commitment.</u></b></p>	<p>Can we change?</p> <p><b><u>I can explain how people can change over time.</u></b></p> <p>How might stories from different religions help us understand life and death?</p> <p><b><u>I can find meaning about life and death in religious stories.</u></b></p>	<p>Why should we do 'good'?</p> <p><b><u>I can explain how religion can encourage people to do good.</u></b></p> <p>Are some stories more important than others?</p> <p><b><u>I can identify the importance of metaphorical, allegorical and moral stories.</u></b></p>

Learning about Religion	<p>To recognise and discuss similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To recognise features and practice in religions</p> <p>To recall some events</p> <p>To recognise visual forms of expression</p> <p>To understand that there are some places that are special.</p> <p>To recognise that some people have different beliefs and celebrate special times in different ways.</p>	<p>To identify the importance of religion in some families</p> <p>To recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>To recognise and name features of religions and beliefs</p> <p>To recognise some religious symbols and words</p>	<p>To retell religious, spiritual and moral stories</p> <p>To recognise that there are different for of expressing religion e.g. through clothes, texts, rituals, artefacts etc.</p> <p>To identify some religious practices, and know that some are characteristic of more than one religion</p> <p>To identify similarities and differences in features</p> <p>To identify the importance of religion</p> <p>To suggest meanings in religious</p>	<p>To make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p> <p>To identify the impacts of beliefs and practices on people's lives</p> <p>To describe some religious beliefs and teachings of religions studied, and their importance</p> <p>To describe how some features of religions studied are used or exemplified in festivals and practices</p>	<p>To comment on connections between questions, beliefs, values and practices</p> <p>To describe the impact of beliefs and practices on individuals, groups and communities</p> <p>To describe similarities and differences within and between religions and beliefs</p> <p>To describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p> <p>To show understanding of the ways of belonging to</p>	<p>To explain connections between questions, beliefs, values and practices in different belief systems</p> <p>To develop religious vocabulary – simple explanations of sources, practices, beliefs, ideas and feelings.</p> <p>To recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>To describe the impact of religion on people's lives.</p> <p>To explain how and why differences in belief are expressed.</p>	<p>To use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p> <p>To discuss and consider why some people have religious beliefs and why some people reject religion or have no religions.</p> <p>To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p>

	To know that people around the world have different religions.		symbols, language and stories		religions and what these involve  To use technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language		
<b>Vocb</b>	Similarities, differences, community, family, tradition, religion	Spiritual, moral, expression, prayer, belief, belonging, celebration, worship, recount, features	Expression, spiritual, moral, humanity, values	Ritual, significant, impact, culture	Values, practices, facts, teachings	Values, practices, belief system, differences, perspectives, commitment	Philosophical, values, diversity
<b>Learning from Religion</b>	<p>To talk about own experiences and feelings</p> <p>To talk about what they find interesting</p> <p>To recognise what is special of value to themselves or to others</p> <p>To suggest what matters or is a concern to themselves and to others</p>	<p>To demonstrate an understanding of religion through art and music.</p> <p>To ask, respond sensitively to questions about their and own and others' experiences and feelings.</p> <p>To recognise more difficult questions with open answers</p>	<p>To recognise that some questions cause people to wonder and are difficult to answer</p> <p>To ask questions about their own and others' feelings and experiences</p> <p>To identify possible meanings for symbols and other</p>	<p>To make some links between sources, practices, beliefs, ideas, feelings and experiences</p> <p>To make links between value and commitments and their own attitudes and behaviour</p> <p>To identify influences on them - making links to their own experiences</p>	<p>To show understanding of personal experiences and feelings and how these can influence attitudes and actions.</p> <p>To raise and suggest answers to questions of morality and values.</p> <p>To suggest meanings for a range of forms of religious expression, using</p>	<p>To discuss religious and philosophical questions, giving reasons for their own beliefs and those of others.</p> <p>To express and communicate their own and others' religious insights through art, design, music, dance, drama and ICT.</p> <p>To apply learning to their own lives.</p>	<p>To express their own and others' views on the challenges of belonging to a religion</p> <p>To recognise different forms of figurative language (e.g. metaphor, allegory, analogy, symbolism)</p> <p>To interpret the significance and impact of different forms of religious</p>

		<p>To recognise own values in relation to right and wrong</p> <p>To responds sensitively to the natural world, forms of artistic and spiritual expression</p> <p>To identify things they find interesting or puzzling, in religious materials studied</p>	<p>forms of religious expression</p> <p>To respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>To ask important questions, making comparisons between their own and other people's ideas about questions that are difficult to answer</p> <p>To describe and suggest meanings for symbols and other forms of religious expression</p>	<p>appropriate vocabulary</p> <p>To ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>To discuss morality, identity, meaning, purpose, truth, value and commitments.</p> <p>To describe what inspires and influences</p> <p>To suggest appropriate meanings for a range of form of artistic and symbolic expression</p> <p>To make informed responses to people's values and commitments</p>	<p>and spiritual expression</p> <p>To reflect on and evaluate how religion is portrayed in the media and society, recognizing stereotypes and misrepresentation.</p>
Vocab	Value, concern, matter, importance	Right, wrong, experience, feelings, questioning, natural world, expression	Wonder, symbols , expression, reflect, peaceful, values	Commitment, behaviour, influence, meaning, sources, freedom, compare	Attitudes, actions, morality, significance, impact, interpretation, ethics, conscience	Philosophy, consequences, reconciliation, perspectives, meaning, insight	Stereotype, representation, impact, interpret, perspective, metaphor, allegory, analogy, symbolism, challenge