

Religious Education – Key Skill Progression



Key Stage One

End of Key Stage One Expectations

Personal Resonance

I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness, sacrifice, belief mean to me in my world.
I can verbalise and/or express my own thoughts and feelings.

Knowledge & Understanding

I can recall knowledge about the worldviews I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the learning, practices etc.

Evaluation & Critical Thinking

I can start to think through the enquiry question using some knowledge and am beginning to see there could be more than one answer.

Year One

	Religion	Enquiry	Key Learning Outcomes
Autumn 1	Christianity	What do Christians believe about God?	<ul style="list-style-type: none"> ➤ I can say how it felt to take care of something or somebody ➤ I can remember some Christian beliefs about God and talk about them ➤ I can express an opinion about some Christian beliefs about God
Autumn 2	Christianity	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<ul style="list-style-type: none"> ➤ I can talk about a gift that is special to me ➤ I can remember some of the Christmas story ➤ I can suggest a gift a Christian might give to Jesus
Spring 1	Judaism	Who is God to the Jews?	<ul style="list-style-type: none"> ➤ I can explain why agreements are important and why they should be kept ➤ I can tell a story about Abraham and Moses and say why these men are important to Jewish people today ➤ I can talk about an agreement Jewish people make with God and begin to explain why this is important
Spring 2	Christianity	Why was Jesus welcomed like a King or celebrity on Palm Sunday?	<ul style="list-style-type: none"> ➤ I can talk about a person I admire ➤ I can recall parts of the Easter story and I can recognise some symbols in the story ➤ I can start to show understanding that Jesus is special to Christians and say why
Summer 1	Judaism	Is Shabbat important to Jewish children?	<ul style="list-style-type: none"> ➤ I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal ➤ I can use the right names for things that are special to Jewish people during Shabbat and explain why ➤ I can start to make a connection between being a Jewish child and decisions about behaviour or actions
Summer 2	Judaism	Does visiting the synagogue help Jewish children feel closer to God?	<ul style="list-style-type: none"> ➤ I can start to explain feelings when I visit a place that is special to me ➤ I can explain what happens when Jews visit the synagogue for worship and prayer ➤ I can talk about how Jewish children may feel closer to God if they visit the synagogue

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Year Two

Autumn 1	Christianity	Is it possible to be kind to everyone all of the time?	<ul style="list-style-type: none"> ➤ I can tell you when I have been kind to others even when it was difficult. ➤ I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. ➤ I can say if I think Christians should be kind and give a reason.
Autumn 2	Christianity	Why do Christians believe God gave Jesus to the world?	<ul style="list-style-type: none"> ➤ I can say how I could help solve a problem by showing love. ➤ I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. ➤ I can tell you why Christians think God gave Jesus to the world.
Spring 1	Islam	Who is God to Muslims?	<ul style="list-style-type: none"> ➤ I can tell you how I might show respect for other people ➤ I can describe some of the attributes (names) of Allah and what these might mean ➤ I can explain how Muslims might show respect for these in their daily lives
Spring 2	Christianity	How important is it to Christians that Jesus came back to life after His crucifixion?	<ul style="list-style-type: none"> ➤ I can start to explain what I believe happens to you when you die ➤ I can recall what Christians believe happened on or after Easter Sunday ➤ I can suggest what I think happened to Jesus after the tomb was found empty
Summer 1	Islam	How important is the prophet Muhammad to Muslims?	<ul style="list-style-type: none"> ➤ I can say who is special to me and say why ➤ I can identify key facts from the life of Muhammad ➤ I can say why I have chosen certain facts about Muhammad's life above others
Summer 2	Islam	How important is the Qur'an to Muslims?	<ul style="list-style-type: none"> ➤ I can give examples of good things I could do in my life ➤ I can explain why a Muslim might think the Qur'an is important ➤ I can explain how instructions in the Qur'an might impact on the life of a Muslim today

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Lower Key Stage Two

End of Key Stage One Expectations

Personal Resonance

I can tell you/talk about the concept/belief e.g. belonging and start to relate this to the worldview I am studying. I can express my own opinions and start to support them with rationales.

Knowledge & Understanding

I can recall knowledge about the worldviews I have studied, select the knowledge that is most significant to the enquiry and start to explain its relevance and importance.

Evaluation & Critical Thinking

I can apply my knowledge to the enquiry question and give an answer supported by my one or more elements of the knowledge gained in the enquiry from appropriate sources.

Year Three

	Religion	Enquiry	Key Learning Outcomes
Autumn 1	Sanatana Dharma (Hinduism)	Does visiting the Ganges make a person a better Sanatani?	<ul style="list-style-type: none"> ➤ I explain why water might be important to me ➤ I can describe a ritual that might happen at or in the Ganges and explain why it is important to the Sanatanis taking part ➤ I can explain the significance of the Ganges to Sanatanis and how carrying out a ritual there might make a person feel like a better Sanatani
Autumn 2	Christianity	Has Christmas lost its true meaning?	<ul style="list-style-type: none"> ➤ I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. ➤ I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. ➤ I can start to tell you what Christmas means to Christians and what it means to me.
Spring 1	Christianity	Could Jesus really heal people? Were these miracles or is there some other explanation?	<ul style="list-style-type: none"> ➤ I can talk about what I think a miracle is. ➤ I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. ➤ I can identify some of the questions people ask about Jesus' healing miracles.
Spring 2	Christianity	What is "good" about Good Friday?	<ul style="list-style-type: none"> ➤ I can suggest how a person may rescue/help others who are in difficult situations. ➤ I can start to tell you why Christians believe Jesus' death is important. ➤ I can start to reflect on whether I agree with Christian beliefs about Jesus' death.
Summer 1	Sanatana Dharma (Hinduism)	What do some deities tell Sanatanis about God?	<ul style="list-style-type: none"> ➤ I can explain how different aspects of my character help others see who I really am ➤ I can describe different deities and explain why they may be important to Sanatanis ➤ I can explain why or how these deities might tell Sanatanis more about God
Summer 2	Sanatana Dharma (Hinduism)	What is the best way for a Sanatani to lead a good life?	<ul style="list-style-type: none"> ➤ I can explain different ways I could lead a good life ➤ I can say how a Sanatani might lead a good life ➤ I can explain why I think some of these actions might be a better way than others

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Year Four

Autumn 1	Buddhism	Is it possible for everyone to be happy?	<ul style="list-style-type: none"> ➤ I can say how it felt to be happy ➤ I can remember some key parts of the Buddha's life and talk about them ➤ I can express an opinion about making people happy and why it might be important
Autumn 2	Christianity	What is the most significant part of the nativity story for Christians today?	<ul style="list-style-type: none"> ➤ I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me ➤ I can describe some of the symbolism of Christmas and explain a Christian belief about Jesus ➤ I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus
Spring 1	Buddhism	Can the Buddha's teachings make the world a better place?	<ul style="list-style-type: none"> ➤ I can explain why one of these stories might be meaningful to me ➤ I can explain how the teachings of Buddha might impact on the life of a Buddhist today ➤ I can explain how these teachings might make the world a better place
Spring 2	Christianity	Is forgiveness always possible for Christians?	<ul style="list-style-type: none"> ➤ I can say whether I think showing forgiveness might be important ➤ I can describe what a Christian might learn about forgiveness from a Bible text ➤ I can show an understanding of how Christians might believe God can help them show forgiveness
Summer 1	Buddhism	What is the best way for a Buddhist to lead a good life?	<ul style="list-style-type: none"> ➤ I can explain what effort and mindfulness might mean to me ➤ I can explain the meanings of the steps of the 8-fold path ➤ I can say why I think some of the steps might be a better way for a Buddhist to lead a good life than others
Summer 2	Christianity	Do people need to go to church to show they are Christians?	<ul style="list-style-type: none"> ➤ I can explain some my feelings about a special place and suggest why they exist ➤ I can describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion ➤ I can understand why a Church may have an impact on a Christian

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Upper Key Stage Two

End of Key Stage One Expectations

<p><u>Personal Resonance</u> I can explain how this concept/belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their worldview. I can express my own thoughts and feelings, having reflected on them.</p>	<p><u>Knowledge & Understanding</u> I can recall knowledge about worldviews and explain differences in practice and interpretation within and between worldviews.</p>	<p><u>Evaluation & Critical Thinking</u> I can weigh up evidence from different sources and consider different aspects, the diversity of different beliefs and the knowledge learnt in the enquiry and express my answer supported by evidence and/or a rationale.</p>
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Year Five

	Religion	Enquiry	Key Learning Outcomes
Autumn 1	Islam	What is the best way for a Muslim to show commitment to God?	<ul style="list-style-type: none"> ➤ I can name a commitment that is important to me and say why it is important ➤ I can explain some of the ways that Muslims might show commitment to God ➤ I can say which I think is the best way for a Muslim to show commitment to God and say why
Autumn 2	Christianity	Is the Christmas story true?	<ul style="list-style-type: none"> ➤ I can explain how "true" could mean different things to different people, and how stories can be "true" in different ways ➤ I can start to explain the Christian belief that Jesus was the incarnation of God ➤ I can express an opinion on whether the Christmas story is true and what this might mean to Christians
Spring 1	Islam	How is the Qur'an vital to Muslims today?	<ul style="list-style-type: none"> ➤ I can explain what I have learnt from a text and how I might care for things which are important to me ➤ I can explain facts about the treatment of the Qur'an and how it was revealed ➤ I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today
Spring 2	Christianity	How significant is it for Christians to believe God intend Jesus to die?	<ul style="list-style-type: none"> ➤ I can explain my own definitions of purpose and destiny ➤ I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week ➤ I can start to express an opinion on whether Jesus' crucifixion was his destiny or purpose
Summer 1	Islam	Does belief in Akhirah (life after death) help Muslims lead a good life?	<ul style="list-style-type: none"> ➤ I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow ➤ I can explain how believing in Akhirah influences Muslims to do their best to lead good lives ➤ I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims
Summer 2	Christianity	What is the best way for Christian to show commitment to God?	<ul style="list-style-type: none"> ➤ I can show an understanding of why people show commitment in different ways ➤ I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others ➤ I can explain why I think some ways of showing commitment to God might be better than others for Christians

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Year Six

Autumn 1	Sikhi	How far would a Sikh go for their religion?	<ul style="list-style-type: none"> ➤ I can identify the different amount of effort I show to different things and explain these priorities ➤ I can make links between how Sikhs practise their religion and the beliefs that underpin this ➤ I can consider some of the ways Sikhs choose to behave and the levels of commitment they show
Autumn 2	Christianity	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	<ul style="list-style-type: none"> ➤ I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not ➤ I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born ➤ I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus
Spring 1	Christianity	Is anything ever eternal?	<ul style="list-style-type: none"> ➤ I can explain my own beliefs about whether anything is ever eternal ➤ I can make links between different Christian beliefs and their views on whether anything is ever eternal ➤ I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives
Spring 2	Christianity	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	<ul style="list-style-type: none"> ➤ I can explain how the influence people have had on me has affected my views ➤ I can describe one way that Christianity seems to be a strong religion today ➤ I can give my opinion as to whether Christianity is a strong religion and why I think this
Summer 1	Sikhi	How are sacred teachings and stories interpreted by Sikhs today?	<ul style="list-style-type: none"> ➤ I can explain how some stories can teach people about what is important and how to behave ➤ I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story ➤ I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs
Summer 2	Sikhi	What is the best way for a Sikh to show commitment to God?	<ul style="list-style-type: none"> ➤ I can show an understanding of why people show commitment in different ways ➤ I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others ➤ I can start to express what I think about the best way a Sikh could show commitment to God