Religious Education Progression of Knowledge and Skills

|  |  |  |
| --- | --- | --- |
| Year Group |  | Understanding the World |
| 3 and 4 year olds | Develop their sense of responsibility and membership of a community.  Understand gradually how others might be feeling. | Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| Reception | See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Think about the perspectives of others.  NB: Taken from the Development Matters non-statutory document. | Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year Group | Enquire | Contextualise | Evaluate | Communicate |
| 1 | * Recognise and describe things that are special to others. * Begin to recognise religious symbols and words. | * Talk about own feelings and experiences. * Talk about what is important to self and to others. * Begin to give examples of ways different people show that religion is important to them. * Share experiences and feelings about sharing and greed; right and wrong. | * Talk about what is liked and disliked in a religious story. * Know there are special people and times in a variety of religions. * Understand that Christians ask for God’s forgiveness. | * Retell a range of religious stories. * Discuss things that are puzzling within a faith. * Describe and explain about things found in a church. * Talk about own, and others, special days. |
| 2 | * Use correct vocabulary when describing religious festivals/celebrations. * Identify important symbols. * Understand how some people are considered special through the examples they set. | * Describe own feelings about things that are important. * Give examples of how religious people celebrate. * Talk about how some religions have similar concepts. | * Realise that some ideas are hard to explain. * Show understanding that some actions are right, and some are wrong. * Reflect on important issues and discuss own feelings. * Begin to find the meaning held within religious stories. | * Talk about some things people believe about God. * Describe the feelings associated with belonging to a faith. * Describe various ideas about a range of important issues. |
| 3 | * Research and use words correctly when talking about a religion. * Explain the meaning behind the elements used during Hindu worship; Puja. * Link religious stories to festivals and understand the symbolism used. | * Describe some things religious people do to show their faith. * Give examples of how different people show that religion is important to them. * Explain the influence believing in God has on the lives of believers. | * Recognise and describe accurately different elements of faith. * Explain the symbolism used within religious festivals/celebrations. * Understand the importance of reflection. * Begin to see similarities and differences between religions. | * Consider differing viewpoints when talking about religion. * Describe the role of important people within different religions. * Explain some ways in which a religion can influence a person. |
| 4 | * Ask a range of questions about puzzling ideas. * Explore and define key vocabulary within a faith. * Explore believers’ idea of re-incarnation and how it can impact their daily life. * Understand there are significant experiences within religion. | * Describe how special times are important to some people. * Compare own ideas with others. * Discuss the concept of betrayal and trust and how these link to religious stories. | * Begin to explain similarities between religious practices. * Link together aspects of belief and practice within a faith. * Recognise the impact prominent religious figures have on some people. | * Describe some beliefs of a religion. * Discuss own, and reflect upon ideas of others. * Describe some ways in which people show that religion is important to them. * Show an understanding that people believe different things about God. |
| 5 | * Research the role of an influential religious person. * Discover some ways in which people show the importance of religion. * Ask a range of meaningful questions when studying a religion, including ones that are difficult to give an answer to. * Through enquiry, gain a wider religious vocabulary. | * Make links to own behaviour to that of a person of faith. * Describe practical ways believers can put their faith into practise. * Describe the symbolism of ‘good’ and ‘evil’ within the story of ‘The Temptation of Christ’. | * Describe ways in which some people show that religion is important to them. * Understand the relevance, to believers, of places of worship. * Discuss the vision of a faith and how this is turned into a way of life for some people. | * Explain the meaning of ritual prayer and the impact on some believers. * Discuss the similarities, differences and restrictions of commitment shown within faith. * Reflect on the ‘unknown face’ of God. |
| 6 | * Explore a range of terms used when studying a religion. * Suggest, use and develop a range of questions, enabling deeper thinking to express own views when giving answers. * Research why different people express their beliefs in a variety of ways. * Debate ideas on given religious topics, fostering curiosity and respect of others’ opinions. | * Give insight and understanding into some ways religion can influence a person’s way of life. * Describe an important concept, detailing people’s experiences. * Explain the significance of religious stories and the impact on a believer’s way of life. * Give accurate details of the differing views of life after death. | * Reflect on own views and feelings toward religion; reason these thoughts. * Explain, with contrast and comparison, the beliefs of a person/community. * Express ideas on how religion and values affect behaviour and lifestyle. * Show insight into the similarities and differences of some beliefs on life after death. | * Describe feelings and experiences of a range of issues. * Give an accurate account of at least two prominent religious leaders. * Explain different people’s ideas about the things they value in life. * Reflect on the multi-cultural society they live in. |