



King Edward Primary School RE Skills Progression

Religious Education

EYES RE in F2 should be taught through planned, purposeful play and a mixture of adult-led and child-initiated activities.

	Communication and Language	Personal, Social and Emotional Development	Understanding of the world	Expressive arts and design	Literacy	Mathematics
F2	<p>Children listen with enjoyment to stories, sings and poems from different communities and traditions and respond with relevant comments, questions or actions.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities.</p> <p>Talk about how they and others show feelings.</p> <p>Develop their own narratives in relation to stories they hear from different communities.</p>	<p>Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p> <p>Work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.</p> <p>Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p>Think and talk about issues of right and wrong and why these questions matter.</p> <p>Respond to significant experiences showing a range of feelings when appropriate.</p> <p>Have a developing awareness of their own needs, views and feelings and be sensitive to those of others.</p> <p>Have a developing respect for their own cultures and beliefs, and those of other people.</p> <p>Show sensitivity to others' needs and feelings and form positive relationships.</p>	<p>Children talk about similarities and different between themselves and others, among families, communities and traditions.</p> <p>Begin to know about their own cultures and beliefs and those of other people.</p> <p>Explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>	<p>Children use their imagination in art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings.</p> <p>Respond in a variety of ways to what they see, hear, smell, touch and taste.</p>	<p>Children are given access to a wide range of books, poems and other written materials to ignite their interest.</p>	<p>Children recognise, create and describe some patterns, sorting and ordering objects simply.</p>



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Key Stage One

The focus of RE for KSI enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are drawn from local, national and global contexts.

	A. Know about and understand a range of religions and world views, so that they can:			B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:			C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:		
	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about meanings behind them.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognizing the communities from which they come.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Notice and respond sensitively to some similarities between different religions and world views.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Find out about and respond with ideas to examples of co-operation between people who are different.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.
Year 1	Recall stories linked to Easter and Diwali. Name basic Christian and Judaism beliefs about God. Name the features of a church.	Say why these stories are important to Christians and Jewish people.	Recognise key Christianity and Judaism symbols and make basic comparisons.	Name basic Christian practices that take place in a church and discuss their importance. E.g. Weddings, funerals, baptisms	Recount practices that bond Christian and Jewish communities – festivals, prayer, places of worship. Discuss what special things their families do.	Talk about differences and similarities between Christian and Jewish stories and their symbols.	Ask and answer questions about what belonging to a community means and why it can be important.	Talk about the importance of co-operation within non-religious, as well as religious communities. Offer suggestions as to why it is important to find out about others' beliefs.	Can identify and recognise actions that are right or wrong and give reasons. Can talk about what happens in a school or home environment and begin to express their ideas and opinions.
Year 2	Recall Christian beliefs about what happens when you die. Name the features of a synagogue and compare to a church.	Suggest similarities in the moral messages that come from religious stories and beliefs. Link to the communities from which they come from and the impact this has on them. E.G. Showing thankfulness, Christian love.	Recognise basic Judaism symbols and compare. Recognise ways Christians show they are thankful – Link to Harvest festival Recognise how 'Christian love' is linked to a community's way of life. Note similarities between communities	Ask and respond to questions from a Christian visitor about what difference they make to the community and why. Discuss what difference a sense of belonging can make.	Discuss the impact belonging to a community makes and how it feels to belong to a community.	Notice and respond to similarities between Christianity and Judaism in their world views. E.g. How they view God and their basic beliefs.	Discuss how those in a community gain a sense of belonging through having shared meaning and identity. E.G. through stories, symbols and practices.	Talk about differences of belief, stories and symbols between communities. Understand why these differences might make co-operation difficult. Discuss similarities and the ways in which communities are strengthened by diversity and co-operation.	Begin to express moral reasons for rightness and wrongness and the impact of following a shared code of conduct within a community.



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Key Stage Two

The focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and world views', recognising their local, national and global contexts.

	A. Know about and understand a range of religions and world views, so that they can:			B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:			C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:		
	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom, and to beliefs and teachings that arise from them in different communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable both in the diverse communities being studied and in	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Find out about and respond with ideas to examples of co-operation between people who are different.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.
Year 3	Describe a range of holy books and make connections between the different features of them.	Explore, discuss and apply concepts in their learning about Christian beliefs about creation. To say what is similar and different. Discuss how they fit into the community.	Practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.	Discuss the significance of key religious leaders. Make connections and comparisons between them.	Can talk about the impact of belonging to a community has on them. Able to discuss what communities they are a part of and what makes this valuable.	Talk about different holy books and the similarities and differences between them.	Respond to a range of creation stories and offer opinions as to what they or the people in their lives believe.	Discuss why Muslims/ Christians feed the poor whether not if they are Muslims/ Christians. Talk about how this co-operation impacts their world view.	Express opinions about the actions of Muslims, Jewish people and Christians. Discuss why this is important to them.
Year 4	Compare and make connections between Christians, Muslims and Hindus. Discuss similarities and differences with celebrating and ways of worship	Discuss a Hindu story e.g. Rama and Sita. Describe how this story is similar/ different to other religious stories. Explain how religious stories fit into the community from which they arise and what purpose they solve.	To describe the key beliefs of Judaism. Recall key symbols and rituals and how this factors into their way of life.	Discuss the significance and cross-over of key religious leaders in Christianity, Islam and Hinduism. Begin to understand the similarities and differences between the religions and world views.	Talk about and share ideas about the sense of belonging that being part of a religious community might bring. Able to share ways in which religion strengthens the bonds between people.	Consider the journey of life and death in different religions – Islam, Christianity, Hinduism. Show understanding of similarities and differences between all three religions and world views.	Discuss and offer opinions about the different divisions and sects within Christianity. Talk about the positives and negatives of distinct subgroups and what impact this has on belonging.	Discuss to what extent different sects of Christianity co-operate and how inclusive they are	Explore opinions about how heaven/hell differs in different Christian sects and Jannah (paradise)/Jahannam (hell) in Islam. Offer opinions of their own.
Year 5	To recap Christian love from Y2 and explore in more depth. Make connections between other religions (Islam and Hinduism) and how each say you should treat others and how this features in each religion.	Talk about the similarities and differences between religious festivals/ celebrations (Holi and Passover) Discuss connections they can spot and how they both fit into the wider communities.	To describe the key beliefs of Christians, Hindus, Jewish people and Muslims. Recall key symbols and rituals and how this factors into their way of life.	Compare the similarities religious world views have in regards to charity and an ethos to help in the world. Discuss what role this plays in different religions and the meaning it brings to the communities they are a part of.	Able to compare the different ways different religions give a sense of belonging to those in their community. Discuss the similarities and differences.	Discuss themes of good vs. evil and good triumphing over evil. Share ideas as to why this dimension in religion is often a common thread.	Express opinions about the Christian, Hindu, Jewish people and Muslim's way of life and whether it is something that would help bring meaning to their lives.	Explore what challenges religious and non-religious communities might face in terms of co-operation and integration. Offer opinions about the biggest barriers are and how they could be overcome.	Discuss the morals of different religious people and what they are based around.
Year 6	To describe and make connections between the rules and laws embedded into different religions. Discuss the importance of these and how they feature in each religion.	Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.	Reflect on religious beliefs, symbols, values and actions of Christians, Jewish people, Hindus and Muslims. Compare these findings with non-religious people. Discuss how this impacts local and global communities.	Discuss how a humanist world view can bring meaning to someone's life without the need for god. Offer opinions and give reasons for them.	Can discuss the challenges religious and non-religious communities may face. Give reasons for why being part of a community may be valuable in diverse communities as well as in their own lives.	Discuss what additional dimensions they believe religion can bring to a person's life. Offer opinions as to whether this is something non-religious communities are able to achieve independent of religion.	Express opinions about the role rules and laws play in religious and non-religious communities. Give reasons for their opinions.	Explore how charities have to co-operate and communicate effectively with the local communities they are trying to serve. Discuss the impact miscommunication could have.	Discuss and compare differences in rules and laws within religious and non-religious communities. Express opinions and discuss what cross overs can be found.