



We all love, learn and grow together.



Saughall All Saints C of E Primary School

R.E Curriculum & Progression of Skills Overview

Contexts covered across the school – 2-year cycle			
EYFS	KS1	LKS2	UKS2
[EYFS runs on a one-year cycle]	Christianity Islam Judaism (Elements of Humanism covered in units each year)	Christianity Judaism Sikhism Islam (Elements of Humanism covered in units each year)	Christianity Islam Hinduism Humanism

Skills progression - RE (July 2022)

Pupils are taught the knowledge, understanding and skills needed to engage in the process of being a religious thinker.
Below are the skills and end points for each phase

EYFS

Children at the expected level of development will:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	Year1/2	Year 3/4	Year 5/6
Beliefs and Teachings (what people believe)	Year A I can identify some key Muslim beliefs about marriage and birth (A1) I can retell religious stories and identify some religious beliefs and teachings (A2, Sp1, Sp2) (A1, A2, Sp1, Sp2, Su1)	Year A I can describe some ideas about the Holy Spirit and how it is expressed in symbolic form. (A1) I can explain what Christians believe about God, Jesus, the Holy Spirit and the Bible. (A1, A2, Sp2, Su1) (A1, Sp2) I can describe some religious beliefs and teachings of religions studied, and their	I can explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. (Sp1, Su2) (A1, A2, Su1) I can make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studies, using a wide range of appropriate language



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	<p>I can identify what some religious followers believe about their holy texts and places of worship (Su1, Su2)</p> <p>Year B I can suggest reasons for why religious followers do certain things. (A1) I can identify why Jews believe Shabbat is important. (Sp1) I can describe what Christians believe about God, Jesus and the Holy Spirit. (A2, Sp2, Su1) I can describe what Muslims believe about God. (Su2)</p>	<p>importance. (A1, A2, Sp1, Sp2, Su1, Su2) (Sp1, Su1, Su2) I can connect key beliefs with other features. (A1, A2, Sp2, Su1, Su2) (A2, Sp1) I can recall what Muslims believe about the prophet Mohammad and the Night of Power. (Sp1) I can make some comparisons between religious beliefs and teachings. (Sp1, Su2) (Su1, Su2)</p> <p>Year B I can describe what religious followers learn from their sacred texts. (A2, Sp2, Su1) I can recall the Exodus story and its importance to Jews past and present. (Sp1) I can identify what is important to Sikhs and why. (Su1, Su2)</p>	<p>and vocabulary. (A2, Sp1, Su1) (Sp1, Sp2, Su1, Su2) I can identify that some people do not believe in any gods. (A1) (Su2) I can identify what religious followers believe, making references to texts, and how these beliefs impact their lives. (Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2) I can identify Hindu beliefs and teachings about God. (Su1, Su2)</p> <p>Year B I can identify what Muslims believe about oneness. (Sp1, Sp2)</p>
<p>Practices and Lifestyles (What people do)</p>	<p>Year A I can identify some religious practices and know that some are characteristic of more than one religion. (A1) (A1, A2, Sp1) I can suggest what people might learn from a religious story and how it might impact their lives (A2, Sp1, Sp2) (A1, A2, Sp1, Sp2) I can identify the role of religious buildings in followers' lives. (Su1, Su2)</p>	<p>Year A I can describe how some features of religions studied are used or exemplified in festivals and practices. (A2, Su2) (A2, Sp2, Su1, Su2) I can show understanding of the ways of belonging to religions and what these involve. (Sp1, Su1, Su2) (Sp1, Sp2, Su1, Su2) I can explain how and why religious beliefs impact on followers' lives. (Sp1, Sp2, Su1, Su2) (A2, Sp1, Sp2, Su1, Su2)</p>	<p>I can explain how selected features of religious life and practice make a difference to the lives of individuals and communities. (A2, Sp2, Su1, Su2) (A1, A2, Su1, Su2) I can explain in detail, the significance of Christian practices and those of other faiths studied, to the lives of individuals and communities. (A1, A2, Sp2, Su1, Su2) (A1, A2, Sp2, Su1, Su2)</p>



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	<p>Year B I can explain what religious followers do on some special days and why. (Sp1) I can name and explain what happens at some Muslim festivals. (Su2)</p>	<p>Year B I can identify what is important to Sikhs and how it impacts their lives. (Su1, Su2)</p>	<p>Year B I refer to stories and passages in the Bible to give reasons for actions of followers. (A1, A2, Su1, Su2)</p>
<p>Expression and Language (How people express themselves)</p>	<p>Year A I can suggest meanings in religious stories and language. (A2, Sp1, Sp2, Su1) (A1, A2, Sp1, Sp2, Su2) I can recognise and use some religious words. (A1, A2, Sp1, Sp2, Su1, Su2) (A1, Sp1, Su2)</p> <p>Year B I can make suggestions for why religious followers do certain things and celebrate certain days. (A1, Su2) I can recognise some religious symbols. (Sp2)</p>	<p>I can make links between religious symbols, language and stories and the beliefs that underlie them. (A1, Sp1, Sp2) (A1, A2, Sp1, Su1) I can show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language. (A1, Sp2, Su1, Su2) (A1, A2, Sp1, Su1, Su2) I can identify how many different religious traditions worship in their religious buildings, making comparisons. (Su2)</p>	<p>I can explain how some forms of religious expression are used differently by individuals and communities. (A2, Sp1) (Su2) I can compare the different ways in which people of faith communities express their faith. (A1, A2, Sp1, Su1, Su2) (Sp1, Sp2, Su2)</p> <p>Year B I identify some of the different ways Christians express their beliefs. (A1, A2, Su1, Su2)</p>
<p>Identity and experience (Making sense of who we are)</p>	<p>Year A I can respond sensitively to the feelings of others, including those with a faith. (A1, A2, Sp1, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2) I can identify aspects of my own experience and feelings, in religious material studied. (A2, Sp1, Sp2, Su1, Su2) (A1, Sp2, Su1, Su2) I can identify what people can learn from religious stories and how this impacts their lives. (A2, Sp1, Sp2) A1, A2, Sp1, Sp2, Su1)</p>	<p>I can compare aspects of my own experiences and those of others, identifying what influences their lives. (A2, Sp2, Su2) (A1, A2, Sp1, Sp2, Su1, Su2) I can ask questions about the significant experiences of key figures from religions studied and suggest answers from my own and others' experiences. (Sp1, Sp2) (Su1, Su2) I can explain why followers believe certain things, giving reasons why. (A2, Sp1, Su1, Su2) (A2, Sp2, Su1, Su2)</p>	<p>I can make informed responses to questions of identity and experience. (A1, A2, Sp1, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2) I can discuss and express views on some fundamental questions of identity, meaning, purpose and morality to Christianity and other faiths. (A1, A2, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2)</p>



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	<p>I can talk about how what we've learnt could impact me. (Su1, Su2) (A1, A2, Sp2)</p>	<p>Year B I can suggest why beliefs, practises and stories from the past are still remembered and are still important to believers today. (Sp1, Sp2, Su1, Su2)</p>	
<p>Meaning and Purpose (Making sense of life)</p>	<p>Year A I can identify things that I have learnt from religions studied. (A2, Sp1, Sp2, Su1, Su2) (A2, Sp1) I can identify things I find interesting or puzzling in religious material studied. (A2, Sp1, Sp2, Su2) (Sp2) I can realise that some questions that cause people to wonder are difficult to answer. (A2) (A2, Sp2)</p> <p>Year B I can talk about what is important to me and to others about God. (Su1)</p>	<p>I can compare my own and other people's ideas about questions that are difficult to answer. (A1, A2, Sp1, Su1) (A1, A2, Sp1, Su1, Su2) I can ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. (A1, A2, Sp1, Su1) (A1, A2, Sp1, Su1, Su2)</p>	<p>I can make informed responses to questions of meaning and purpose. (A2, Sp1, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2) I can express views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. (A1, A2, Sp2, Su1) (A1, A2, Sp1, Sp2, Su1, Su2)</p>
<p>Values and Commitments (making sense of right and wrong)</p>	<p>Year A I can identify what religious followers learn about right and wrong from religious texts and stories. (A2, Sp1, Sp2) (A1, A2, Sp2) I can identify what is of value and concern to myself in religious material studied. (A2, Sp1, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2) I can respond sensitively to the values and concerns of others, including those with a faith. (A1, A2, Sp1, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2)</p>	<p>I can make links between values and commitments, including religious ones, and my own attitudes and behaviour. (Sp1, Sp2, Su1, Su2) (A1, A2, Sp2, Su1, Su2) I can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. (A2, Sp2, Su1) (A2, Sp1, Sp2, Su1, Su2)</p>	<p>I can make informed responses to people's values and commitments, including religious ones. (A1, A2, Sp1, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2) I can make informed responses to people's values and commitments, including religious ones. (A1, A2, Sp1, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2) I can use different techniques to reflect deeply. (A1, A2, Sp1, Sp2, Su1, Su2) (A1, A2, Sp1, Sp2, Su1, Su2)</p>



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Vocabulary	Al Hijra Allah Believe Bible Celebrate Christian Christmas Church Creation Crucifix Dhu Al- Hijja Easter Eid-ul-Fitr Eid-ul-Adha Faith Festival	God Harvest Holy Islam Jesus Jew Judaism Love Muslim Nativity Prayer Ramadan Religion Sacred Special Story Values	Allah Community Compassion Courage Creativity Creator Friendship Generosity Guru Guru Granth Sahib Gurdwara Gurpurb Hanukkah Hindu Hope Karma Kirth Karni Langar Nam Japna	Peace Perseverance Qur'an Rebirth Reincarnation Respect Responsibility Saint Sabbath Shabbat Sikh Testament Thankfulness Torah Trinity Trust Vand Chakna Worship	Agnostic Anglican Atheist Baptist Barzakh Budhist Creation Dharma Durga Eid-ul-Fitr Faithfulness Gayatri Mantra Hadith Humanist Ibadah	Judgement Mandir Murtis Moksha Mosque Muhammad Prophet Rak'ah Ramadam Reflection Salat Sawm Shahadah Sikh Suffering Sunnah Synagogue Theist Zakat
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Progression in RE depends on 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

<u>Reflection</u>	<u>Empathy</u>	<u>Investigation</u>
<p>Children will:</p> <ul style="list-style-type: none"> • Reflect on feelings, relationships, experience, ultimate questions, beliefs and practices. 	<p>Children will:</p> <ul style="list-style-type: none"> • Consider thoughts and feelings of others. • Develop the ability to identify feelings such as love, wonder, forgiveness and sorrow. • See the world through the eyes of others and seeing issues from their point of view. 	<p>Children will:</p> <ul style="list-style-type: none"> • Ask relevant questions. • Know how to gather information from a variety of sources. • Know what may constitute evidence for justifying • Beliefs in religion.
<u>Interpretation</u>	<u>Evaluation</u>	<u>Analysis</u>
<p>Children will:</p> <ul style="list-style-type: none"> • Draw meaning from artefacts, works of art, music, poetry and symbolism. • Interpret religious language. • Suggest meanings of religious texts. 	<p>Children will:</p> <ul style="list-style-type: none"> • Debate issues of religious significance with reference to evidence and argument. 	<p>Children will:</p> <ul style="list-style-type: none"> • Distinguish between opinion and fact. • Distinguish between features of different religions.
<u>Synthesis</u>	<u>Application</u>	<u>Expression</u>
<p>Children will:</p> <ul style="list-style-type: none"> • Link significant features of religion together in a coherent pattern. • Connect different aspects of life into a meaningful whole. 	<p>Children will:</p> <ul style="list-style-type: none"> • Make associations between religion and individual, community, national and international life. 	<p>Children will:</p> <ul style="list-style-type: none"> • Explain concepts, rituals and practises. • Express religious views and responding to religious questions through a variety of media.

knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.