

Religious Education Skills Progression

| EYFS | | Key Stage One | | | Key Stage Two | |
|--|---|---|--|--|--|--|
| Schemes of Work: Units of Work | | | | | | |
| Nursery & Reception | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
| Units: (Nur) The Lives of Others, Special Times & Events in the Family, Different Occupations and Different Ways of Life. (Rec) Special Times, Celebrations and Traditions (Christmas & Eid) and Different Cultures in the Class. | Units: Harvest, Christmas, Growing up in a Muslim Family, Holi & Growing up in a Jewish Family. | Units: Hindu Divali, Guru Nanak's Birthday, Hanukkah, Ramadan & Eid-ul-Fitr, Easter, Wesak and Growing Up in a Christian Family. | Units: Hindu & Sikh Divali, The Christian Bible & Stories of Jesus, Living as a Muslim and The Torah & Stories of the Jewish People | Units: Sukkot, Exploring Judaism through the Synagogue, The Qur'an and the Prophet Muhammad (pbuh), Living as a Hindu, The Church - a Christian Community and Guru Nanak | Units: The Buddha & His Teachings, Mosque & Community, Exploring Christian Values in the World Today, Pesach and The Sikh Community & Gurdwara | Units: Rosh Hashanah & Yom Kippur, Shabbat, The Buddhist Community, Hajj & Id-ul-Adha, Lent & Easter and The Hindu Community & Mandir |
| Thinking about Religion and Belief | | | | | | |
| <p>They learn that they have similarities and differences that connect them to, and distinguish them from others.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | Recall and name different beliefs and practices including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. | Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them. | Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and rituals. | Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals. | Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals | Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals |
| | | | | Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews. | Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews. | Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews. |
| | | | | | Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities. | Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities. |

Enquiring, investigating and interpreting

| | | | | | | |
|--|--|---|--|---|---|---|
| <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.</p> | <p>Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.</p> <p>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.</p> | <p>Describe and understand links between stories and other aspects of communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities.</p> | <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals.</p> | <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals.</p> | <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals.</p> |
|--|--|---|--|---|---|---|

Beliefs and Teachings (what people believe)

| | | | | | | |
|--|--|---|---|--|--|--|
| <p>They enjoy joining in with family customs and routines.</p> | <p>Recall and name different beliefs and practices including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</p> | <p>Recall and name different beliefs and practices including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> | <p>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 of different communities.</p> | <p>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 of different communities.</p> | <p>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 of different communities.</p> |
|--|--|---|---|--|--|--|

Practices and Lifestyles (What people do)

| | | | | | | |
|--|--|--|---|--|---|---|
| <p>In pretend play, they imitate every day actions and events from their family and cultural background e.g. making and drinking tea.</p> <p>They enjoy joining in with family customs and routines.</p> <p>They recognise and describe special times or events for family or friends.</p> | <p>Recall and name different beliefs and practices including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</p> | <p>Recall and name different beliefs and practices including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> | <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals.</p> <p>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 of different communities.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship pilgrimages and rituals.</p> |
|--|--|--|---|--|---|---|

Expression and Language (how people express themselves)

| | | | | | | |
|---|--|--|---|---|---|---|
| <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They enjoy joining in with family customs and routines.</p> | <p>Recall and name different beliefs and practices including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</p> | <p>Recall and name different beliefs and practices including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life</p> |
|---|--|--|---|---|---|---|

Identity and experience (making sense of who we are)

| | | | | | | |
|--|---|--|---|--|---|---|
| <p>They have a sense of their own immediate family and relations.</p> <p>They know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>They remember and talk about significant events in their own experience.</p> <p>They can talk about past and present events in their own lives and in the lives of family members.</p> | <p>Identify aspects of own experience and feelings, in religious material studied</p> | <p>Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> | <p>Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> | <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p> |
|--|---|--|---|--|---|---|

Meaning and Purpose (making sense of life)

| | | | | | | |
|--|--|---|---|--|--|--|
| <p>They show an interest in different occupations and ways of life.</p> <p>They show interest in the lives of people who are familiar to them.</p> | <p>Identify things they find interesting or puzzling, in religious materials studied</p> | <p>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art and poetry.</p> | <p>Understand the challenges of commitment to a faith community, suggesting why belonging to a faith community might be valuable.</p> | <p>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 of different communities.</p> | <p>Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry.</p> <p>Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.</p> | <p>Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry.</p> <p>Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.</p> |
|--|--|---|---|--|--|--|

Values and commitments (making sense of right and wrong)

| | | | | | | |
|---|---|--|--|---|---|---|
| <p>They enjoy joining in with family customs and routines.</p> <p>They begin to have their own friends.</p> <p>They can usually adapt their behaviour to different events, social situations and changes in routines.</p> | <p>Identify what is of value and concern to themselves, in religious material studied</p> <p>Respect equality and diversity, and how to be a productive member of a diverse community</p> | <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p> <p>Respect equality and diversity, and how to be a productive member of a diverse community</p> | <p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p> | <p>Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</p> | <p>Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</p> | <p>Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</p> |
|---|---|--|--|---|---|---|

Religious Educational Visits

| | | | | | | |
|-------------------------|----------------------|-------------------------|----------------|-------------------|------------------------------------|----------------|
| Visitors as appropriate | Units A1 & A2 Church | Unit C1 Buddhist Temple | Unit A2 Church | Unit A1 Synagogue | Unit A2 Mosque Unit C2 Gurdwara | Unit C2 Mandir |
|-------------------------|----------------------|-------------------------|----------------|-------------------|------------------------------------|----------------|