

Year Group	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
<b>Believing (Religious beliefs, teachings sources, questions about meaning purpose and truth)</b>	F1 Which stories are special and why? F2 Which people are special and why	1:1 Who is a Christian and what do they believe? 1:2 Who is a Muslim and what do they believe? 1:3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books?	L2:1 What do different people believe about God? L2:2 Why is the Bible so important for Christians today? L2.3 Why is Jesus inspiring to some people?	U2.1 Why do some people believe God exists? U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 <sup>st</sup> Century?  U2.3 What do religions say to us when life gets hard?
	Talk about some religious stories Recognise some religious words about God Talk about people who are special to them Identify some qualities of a good friend	Talk about some simple ideas about Christian beliefs about God, Muslims beliefs about God and how Shabbat and Mezuzah remind Jewish people about God. Retell a story that shows what Christians think about God and a story about the life of the prophet Muhammed. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how Jewish people celebrate Sukkot, Chanukah or Pesach Recognise that sacred texts contain stories that are special and should be treated with respect. Retell stories from the Christian Bible and stories from another faith, suggest the meaning of the stories. Talk about issues of good/bad, right/wrong, arising from stories	Describe some of the ways in which Christian, Hindu and/or Muslims describe God. Identify how and say why it makes a difference in people's lives to believe in God. Give e.g. of how and suggest why Christians use the bible today. Describe some ways Christians say God is like, with examples from the Bible. Make connections between some of Jesus' teachings and the way Christians live their life today. Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important.	Give examples of ways in which God is valuable to Christians and ways it is challenging. Present different views on why people believe in God or not, including their own idea Outline Jesus' teaching on how his followers should live. Explain the impact Jesus' example and teaching might have on Christians today and express their own understanding of what Jesus might do in relation to a moral dilemma from the World today. Express ideas about how and why religion can help believers when times are hard. Outline Christian, Hindu and/or non- religious beliefs about life after death, explaining some similarities and differences. Explain some reasons why Christians and Humanists have about different ideas about an afterlife.

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Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	<p>F3. What places are special and why?</p> <p>F4. What times are special and why?</p>	<p>1:5 What makes some places sacred?</p> <p>1:6 How and why do we celebrate special and sacred times?</p>	<p>L2:4 Why do people pray?</p> <p>L2:5 Why are festivals important to religious communities? (This can also be linked to religious and non-religious communities celebrate festivals?)</p> <p>L2:6 Why do some people think that life is a journey and what significant experiences mark this?</p>	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in a charity and generosity?</p> <p>U2.9 What can be done to reduce racism? Can religion help? <b>(This is an optional unit)</b></p>
	<p>Talk about somewhere that is special to them.</p> <p>Talk about things that are special and valued in a place of worship.</p> <p>Identify some features of a sacred place.</p> <p>Recognise a place of worship.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Give examples of a special occasions and suggest features of a good celebration.</p> <p>Recall simple stories connected with Christmas/Easter and a festival from another faith.</p> <p>Say why Christmas/Easter and a festival from another faith is a special time for Christians/members of another faith.</p>	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and /or synagogues show what people believe.</p> <p>Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</p> <p>Retell stories connected with Christmas/Easter/Harvest/Pentecost and say why these are important.</p> <p>Collect exam, give, sing, remember or think about at the religious celebrations studied</p>	<p>Describe the practise of prayer in the religions studied.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe similarities and differences between how Christians, Muslims and Hindus pray.</p> <p>Make connections between stories, symbols and beliefs with what happens in at least 2 festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment,</p>	<p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters.</p> <p>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself.</p> <p>Describe and make connections between examples of religious creativity.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p>

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Living (religious practises and ways of living; questions about values and commitments)	<p>F5 Being special; where do we belong? F6 What is special about our world?</p>	<p>1:7 What does it mean to belong to a faith community? 1:8 How should we care for others and the world and why does it matter?</p>	<p>L2:7 What does it mean to be a Christian in Britain today? L2:8 What does it mean to be a Hindu in Britain today? L2:10 How do family life and festivals matter to Jewish people (if Jewish unit isn't completed in KS1)</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? U2:7 What matters most to Humanists and Christians? U2:8 What difference does it make to believe in ahimsa (harmlessness, grace and/or Ummah (community)) U2:10 Green religion? How and why should religious communities do more to care for earth (optional unit)</p>
	<p>Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity. Talk about things they find puzzling, interesting or wonderful. Retell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feelings. Express ideas about how to look after animals and plants. Talk about people who mess up the world and what they do to look after it.</p>	<p>Recognise and name some symbols of belonging from their own experience, for Christians and for at least one other religion. Give an account of what happens at a traditional Christian infant baptism/ dedication and suggest what the actions and symbols mean. Identify some ways people show they belong to each other when they get married. Retell Bible stories and stories from another faith about caring for others and the world. Talk about issues of good/bad, right/wrong arising from the stories. Identify ways some people make a response to God by caring for others and the world. Talk about some texts from different religions that promote the 'Golden Rule'. Use creative ways to express their own ideas about the creation story.</p>	<p>Describe some examples of what Christians do to show their faith. Describe some ways in which Christians express their faith through hymns and modern worship songs. Suggest reasons why being a Christian is a good thing in Britain today and reasons why it might be hard. Describe some examples of what Hindus do to show their faith, make connections with Hindu beliefs and teachings. Suggest reasons why being a Hindu is a good thing in Britain today and reasons why it might be hard. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong.</p>	<p>Make connections between Muslim practise of the 5 Pillars and their beliefs about God and the prophet Muhammed. Describe and reflect on the significance of the Holy Qu'ran to Muslims. Make connections between the key functions of the mosque and beliefs of Muslims. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult. Consider similarities and differences between beliefs and behaviour in different faiths. Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p>

# RE Progression of Skills