

Key Skills

Pupils will gain the knowledge, understanding and skills needed to tackle questions raised by different beliefs and religions so that they may demonstrate tolerance of their diverse community and wider world.

Religious Education Curriculum Progression map

RE skills should be taught when linked to themes where possible to ensure real world application
Themes are taught on a 2 year rolling programme



NC statutory requirement **Skills** Knowledge

	EYFS		KS1		LKS2		UKS2	
	Nursery & Reception		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A and Year B	Year A	Year B	Year A	Year B	Year A	Year B	
<p>Making sense of beliefs</p> <p>RE is non-statutory for Nursery children. 4 units to be chosen and taught over the year. Units are chosen to meet the needs of the children.</p> <p>Units are taught around the needs of the children rather than fitted into a rigid timetable each half term. Units do not need to be taught in any specific order.</p> <p>Unit 1: Why is the word God so important to Christians? Christian</p> <p>Unit 2: Why is Christmas special to Christians? Christian</p> <p>Unit 3: Why is Easter special for Christians? Christian</p> <p>Unit 4: Being special Christian and other faiths in the year group</p> <p>Unit 5: Which places are specially valued and why? Christian and other faiths in the year group</p> <p>Unit 6: Which stories are specially valued and why?</p>	<p>Unit 1: What do Christians believe God is like? Christian <i>Identify beliefs, describe them simply, give examples and suggest meanings</i></p> <p>Unit 3: Who is Jewish? Jewish <i>Identify beliefs, describe them simply, give examples and suggest meanings</i></p> <p>Unit 7: How and why do we celebrate significant times? Hindu, Sikh <i>Identify beliefs, describe them simply, give examples and suggest meanings</i></p> <p>Unit 5: Why does Easter matter to Christians? Christian <i>Identify beliefs, describe them simply,</i></p>	<p>Unit 8: What can we learn from sacred books and stories? Christian, Muslim, Jewish <i>Recall, remember, name and talk about simple beliefs, stories and festivals.</i></p> <p>Unit 2: Why does Christmas matter to Christians? Christian <i>Recall, remember, name and talk about simple beliefs, stories and festivals.</i></p> <p>Unit 4: Who is a Muslim? Muslim <i>Identify beliefs, describe them</i></p>	<p>Unit 1: Where, how and why do people worship? Christian, Muslim, Jewish <i>Identify beliefs, describe them simply, give examples and suggest meanings.</i></p> <p>Unit 2: How and why do believers show their commitments during the journey of life? Christian, Muslim, Jewish <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p> <p>Unit 8: How is faith expressed in Sikh communities and traditions? Sikh <i>Describe beliefs and concepts, connecting them to texts,</i></p>	<p>Unit 4: What kind of world did Jesus want? Christian <i>Identify beliefs, describe them simply, give examples and suggest meanings.</i></p> <p>Unit 12: How and why do people try to make the world a better place? Christian, Muslim, Jewish <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p> <p>Unit 7: How is faith expressed in Hindu communities and traditions? Hindu <i>Identify beliefs, describe them simply, give</i></p>	<p>Unit 4: How and why do some people inspire others? Hindu, Sikh, Jewish, Muslim <i>Explain and give meanings for core texts and beliefs, comparing different ideas.</i></p> <p>Unit 12: How does faith enable resilience? Christian, Muslim, Jewish, Hindu <i>Explain and give meanings for core texts and beliefs, comparing different ideas.</i></p> <p>Unit 7: What helps Hindu people as they try to be good? Hindu <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p>	<p>Unit 9: Justice and poverty: Christian, Muslim, Non-Religious <i>Explain and give meanings for core texts and beliefs, comparing different ideas.</i></p> <p>Unit 10: What will make our community a more respectful place? Non-Religious, Religious <i>Explain and give meanings for core texts and beliefs, comparing different ideas.</i></p> <p>Unit 1: What does it mean if Christians believe God is holy and loving? Christian <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p>		

<p>Christian and other faiths in the year group</p> <p>All units sit very firmly within the ELGs for Personal, social and emotional development and understanding of the world. RE also supports Communication and language, Expressive arts and design, Literacy and Maths.</p>	<p><i>give examples and suggest meanings</i></p> <p>Unit 10: How do we show we care for the Earth? Christian, Muslim, Jewish <i>Identify beliefs, describe them simply, give examples and suggest meanings</i></p> <p>Unit 6: What makes some places significant? Christian, Muslim, Jewish <i>Identify beliefs, describe them simply, give examples and suggest meanings</i></p>	<p><i>simply, give examples and suggest meanings.</i></p> <p>Unit 12: What is the good news Christians believe Jesus brings? Christian <i>Recall, remember, name and talk about simple beliefs, stories and festivals.</i></p> <p><i>Identify beliefs, describe them simply, give examples and suggest meanings.</i></p> <p>Unit 9: How do we show care for others? Christian, Muslim, Jewish <i>Recall, remember, name and talk about simple beliefs, stories and festivals.</i></p> <p>Unit 11: Who is an inspiring person? Christian, Muslim, Jewish <i>Recall, remember, name and talk about simple beliefs, stories and festivals.</i></p> <p><i>Identify beliefs, describe them simply, give examples and suggest meanings.</i></p>	<p><i>suggestion examples and meanings.</i></p> <p>Unit 5: Why do Christians call the day Jesus died "Good Friday"? Christian <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p> <p>Unit 10: For Christians, what was the impact of Pentecost? Christian <i>Identify beliefs, describe them simply, give examples and suggest meanings.</i></p> <p>Unit 9: How do festivals and worship show what matters to Muslims? Muslim <i>Identify beliefs, describe them simply, give examples and suggest meanings.</i></p>	<p><i>examples and suggest meanings.</i></p> <p>Unit 11: What are the deeper meanings of Festivals? Christian, Muslim, Jewish, Hindu, Sikh <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p> <p>Unit 3: <i>What is the trinity and why is it important for Christians?</i> Christians <i>Identify beliefs, describe them simply, give examples and suggest meanings.</i></p> <p>Unit 6: <i>How do festivals and family life show what matters to Jewish people?</i> Jewish <i>Identify beliefs, describe them simply, give examples and suggest meanings.</i></p>	<p>Unit 5: How do Christians decide how to live? Christian <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p> <p>Unit 2: Creation and science: conflicting or complementary: Christian, Non-Religious <i>Explain and give meanings for core texts and beliefs, comparing different ideas.</i></p> <p>Unit 3: What matters most to Humanists and Christians? Christian, Non-Religious <i>Explain and give meanings for core texts and beliefs, comparing different ideas.</i></p>	<p>Unit 6: What do Christians believe Jesus did to save people? Christian <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p> <p>Unit 8: How is faith expressed in Islam? Muslim <i>Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings.</i></p> <p>Unit 11: Why do some people believe in God and some people not? Christian, Muslim, Non-Religious <i>Explain and give meanings for core texts and beliefs, comparing different ideas.</i></p>
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	EYFS	KS1		LKS2		UKS2	
	Nursery & Reception	Y Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A and Year B	Year A	Year B	Year A	Year B	Year A	Year B
Understanding the impact	<p><i>RE is non-statutory for Nursery children.</i></p> <p>4 units to be chosen and taught over the year. Units are chosen to meet the needs of the children.</p> <p>Units are taught around the needs of the children rather than fitted into a rigid timetable each half term. Units do not need to be taught in any specific order.</p> <p>Unit 1: Why is the word God so important to Christians? Christian</p> <p><i>Unit 2: Why is Christmas special to Christians? (talking about ceremonies)</i> Christian</p> <p>Unit 3: Why is Easter special for Christians? Christian</p> <p>Unit 4: Being special Christian and other faiths in the year group</p> <p><i>Unit 5: Which places are specially valued and why? (talking about symbols)</i> Christian and other faiths in the year group</p> <p>Unit 6: Which stories are specially valued and why? Christian and other faiths in the year group</p> <p>All units sit very firmly within the ELGs for Personal, social and emotional development and understanding of the world.</p>	<p>Unit 1: What do Christians believe God is like? Christian</p> <p><i>Give examples of what difference it makes to belong to and believe in a religion.</i></p> <p><i>Observe, notice and recognise simple aspects of religion in their own communities.</i></p> <p>Unit 3: Who is Jewish? Jewish</p> <p><i>Give examples of what difference it makes to belong to and believe in a religion.</i></p> <p><i>Observe, notice and recognise simple aspects of religion in their own communities.</i></p> <p>Unit 7: How and why do we celebrate significant times? Hindu, Sikh</p> <p><i>Observe, notice and recognise simple aspects of religion in their own communities.</i></p>	<p>Unit 8: What can we learn from sacred books and stories? Christian, Muslim, Jewish</p> <p><i>Observe, notice and recognise simple aspects of religion in their own communities.</i></p> <p>Unit 2: Why does Christmas matter to Christians? Christian</p> <p><i>Observe, notice and recognise simple aspects of religion in their own communities.</i></p> <p><i>Give examples of what difference it makes to belong to and believe in a religion.</i></p> <p>Unit 4: Who is a Muslim? Muslim</p> <p><i>Observe, notice and recognise simple aspects of religion in their own communities.</i></p> <p><i>Give examples of what difference it makes to belong to and believe in a religion.</i></p>	<p>Unit 1: Where, how and why do people worship? Christian, Muslim, Jewish</p> <p><i>Give examples of what difference it makes to belong to and believe in a religion.</i></p> <p>Unit 2: How and why do believers show their commitments during the journey of life? Christian, Muslim, Jewish</p> <p><i>Give examples of what difference it makes to belong to and believe in a religion.</i></p> <p>Unit 8: How is faith expressed in Sikh communities and traditions? Sikh</p> <p><i>Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship.</i></p> <p>Unit 5: Why do Christians call the day Jesus died "Good Friday"? Christian</p> <p><i>Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship.</i></p>	<p>Unit 4: What kind of world did Jesus want? Christian</p> <p><i>Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship.</i></p> <p>Unit 12: How and why do people try to make the world a better place? Christian, Muslim, Jewish</p> <p><i>Give examples of what difference it makes to belong to and believe in a religion.</i></p> <p>Unit 7: How is faith expressed in Hindu communities and traditions? Hindu</p> <p><i>Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship.</i></p> <p>Unit 11: What are the deeper</p>	<p>Unit 4: How and why do some people inspire others? Hindu, Sikh, Jewish, Muslim</p> <p><i>Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship.</i></p> <p><i>Use evidence and examples to show how and why beliefs make a difference to life.</i></p> <p>Unit 12: How does faith enable resilience? Christian, Muslim, Jewish, Hindu</p> <p><i>Use evidence and examples to show how and why beliefs make a difference to life.</i></p> <p>Unit 7: What helps Hindu people as they try to be good? Hindu</p> <p><i>Use evidence and examples to show how and why beliefs make a difference to life.</i></p> <p>Unit 5: How do Christians decide how to live?</p>	<p>Unit 9: Justice and poverty Christian, Muslim, Non-Religious</p> <p><i>Use evidence and examples to show how and why beliefs make a difference to life.</i></p> <p>Unit 10: What will make our community a more respectful place? Non-Religious, Religious</p> <p><i>Use evidence and examples to show how and why beliefs make a difference to life.</i></p> <p>Unit 1: What does it mean if Christians believe God is holy and loving? Christian</p> <p><i>Use evidence and examples to show how and why beliefs make a difference to life.</i></p> <p>Unit 6: What do Christians believe Jesus did to save people? Christian</p> <p><i>Use evidence and examples to show how and why beliefs make a difference to life.</i></p>

	<p>RE also supports Communication and language, Expressive arts and design, Literacy and Maths.</p>	<p>Unit 5: Why does Easter matter to Christians? Christian Give examples of what difference it makes to belong to and believe in a religion. Unit 10: How do we show we care for the Earth? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities. Unit 6: What makes some places significant? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities.</p>	<p>Unit 12: What is the good news Christians believe Jesus brings? Christian Observe, notice and recognise simple aspects of religion in their own communities. Unit 9: How do we show care for others? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities. Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities. Give examples of what difference it makes to belong to and believe in a religion.</p>	<p>Unit 10: For Christians, what was the impact of Pentecost? Christian Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 9: How do festivals and worship show what matters to Muslims? Muslim Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship.</p>	<p>meanings of Festivals? Christian, Muslim, Jewish, Hindu, Sikh Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 3: What is the trinity and why is it important for Christians? Christians Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 6: How do festivals and family life show what matters to Jewish people? Jewish Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship.</p>	<p>Christian Use evidence and examples to show how and why beliefs make a difference to life. Unit 2: Creation and science: conflicting or complementary: Christian, Non-Religious Use evidence and examples to show how and why beliefs make a difference to life. Unit 3: What matters most to Humanists and Christians? Christian, Non-Religious Use evidence and examples to show how and why beliefs make a difference to life.</p>	<p>Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 8: How is faith expressed in Islam? Muslim Use evidence and examples to show how and why beliefs make a difference to life. Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 11: Why do some people believe in God and some people not? Christian, Muslim, Non-Religious Use evidence and examples to show how and why beliefs make a difference to life.</p>
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	EYFS	KS1		LKS2		UKS2	
	Nursery & Reception	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A and Year B	Year A	Year B	Year A	Year B	Year A	Year B
Making connections	<p>RE is non-statutory for Nursery children.</p> <p>4 units to be chosen and taught over the year. Units are chosen to meet the needs of the children.</p> <p>Units are taught around the needs of the children rather than fitted into a rigid timetable each half term. Units do not need to be taught in any specific order.</p> <p>Unit 1: Why is the word God so important to Christians? Christian</p> <p>Unit 2: Why is Christmas special to Christians? Christian</p> <p>Unit 3: Why is Easter special for Christians? Christian</p> <p>Unit 4: Being special Christian and other faiths in the year group (Talking about their family)</p> <p>Unit 5: Which places are specially valued and why? Christian and other faiths in the year group</p> <p>Unit 6: Which stories are specially valued and why? Christian and other faiths in the year group</p> <p>All units sit very firmly within the ELGs for Personal, social and emotional development and understanding of the world. RE also supports Communication and language, Expressive arts and design, Literacy and Maths.</p>	<p>Unit 1: What do Christians believe God is like? Christian</p> <p>Begin to find out about and link religions and beliefs.</p> <p>Think, talk and ask questions about religion and belief for themselves.</p> <p>Unit 3: Who is Jewish? Jewish</p> <p>Begin to find out about and link religions and beliefs.</p> <p>Think, talk and ask questions about religion and belief for themselves.</p> <p>Unit 7: How and why do we celebrate significant times? Hindu, Sikh</p> <p>Begin to find out about and link religions and beliefs.</p> <p>Unit 5: Why does Easter matter to Christians? Christian</p> <p>Begin to find out about and link religions and beliefs.</p> <p>Think, talk and ask questions about</p>	<p>Unit 8: What can we learn from sacred books and stories? Christian, Muslim, Jewish</p> <p>Begin to find out about and link religions and beliefs.</p> <p>Unit 2: Why does Christmas matter to Christians? Christian</p> <p>Begin to find out about and link religions and beliefs.</p> <p>Think, talk and ask questions about religion and belief for themselves.</p> <p>Unit 4: Who is a Muslim? Muslim</p> <p>Begin to find out about and link religions and beliefs.</p> <p>Think, talk and ask questions about religion and belief for themselves.</p> <p>Unit 12: What is the good news Christians believe Jesus brings? Christian</p> <p>Begin to find out about and link religions and beliefs.</p>	<p>Unit 1: Where, how and why do people worship? Christian, Muslim, Jewish</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p> <p>Unit 2: How and why do believers show their commitments during the journey of life? Christian, Muslim, Jewish</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p> <p>Unit 8: How is faith expressed in Sikh communities and traditions? Sikh</p> <p>Think, talk and ask questions about religion and belief for themselves.</p> <p>Unit 5: Why do Christians call the day Jesus died "Good Friday"? Christian</p> <p>Suggest and link questions and answers, including their own</p>	<p>Unit 4: What kind of world did Jesus want? Christian</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p> <p>Unit 12: How and why do people try to make the world a better place? Christian, Muslim, Jewish, Hindu</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p> <p>Unit 7: How is faith expressed in Hindu communities and traditions? Hindu</p> <p>Think, talk and ask questions about religion and belief for themselves.</p> <p>Unit 11: What are the deeper</p>	<p>Unit 4: How and why do some people inspire others? Hindu, Sikh, Jewish, Muslim</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p> <p>Unit 12: How does faith enable resilience? Christian, Muslim, Jewish, Hindu</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p> <p>Unit 7: What helps Hindu people as they try to be good? Hindu</p> <p>Connect their own reflections and views to the religions and beliefs they study, developing insights</p> <p>Unit 5: How do Christians decide how to live? Christian</p> <p>Connect their own reflections and views to the religions and beliefs they study, developing insights.</p>	<p>Unit 9: Justice and poverty Christian, Muslim, Non-Religious</p> <p>Connect their own reflections and views to the religions and beliefs they study, developing insights</p> <p>Unit 10: What will make our community a more respectful place? Non-Religious, Religious</p> <p>Connect their own reflections and views to the religions and beliefs they study, developing insights.</p> <p>Unit 1: What does it mean if Christians believe God is holy and loving? Christian</p> <p>Connect their own reflections and views to the religions and beliefs they study, developing insights</p> <p>Unit 6: What do Christians believe Jesus did to save people? Christian</p> <p>Connect their own reflections and views to the</p>

		<p>religion and belief for themselves.</p> <p>Unit 10: How do we show we care for the Earth? Christian, Muslim, Jewish <i>Begin to find out about and link religions and beliefs.</i></p> <p>Unit 6: What makes some places significant? Christian, Muslim, Jewish <i>Begin to find out about and link religions and beliefs.</i></p>	<p><i>Think, talk and ask questions about religion and belief for themselves.</i></p> <p>Unit 9: How do we show care for others? Christian, Muslim, Jewish <i>Begin to find out about and link religions and beliefs.</i></p> <p>Unit 11: Who is an inspiring person? Christian, Muslim, Jewish <i>Begin to find out about and link religions and beliefs.</i></p>	<p><i>ideas about the differences religion makes to life.</i></p> <p>Unit 10: For Christians, what was the impact of Pentecost? Christian <i>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</i></p> <p>Unit 9: How do festivals and worship show what matters to Muslims? Muslim Think, talk and ask questions about religion and belief for themselves.</p>	<p>meanings of Festivals? Christian, Muslim, Jewish, Hindu, Sikh Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</p> <p>Unit 3: What is the trinity and why is it important for Christians? Christians <i>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</i></p> <p>Unit 6: How do festivals and family life show what matters to Jewish people? Jewish Think, talk and ask questions about religion and belief for themselves.</p>	<p>Unit 2: Creation and science: conflicting or complementary. Christian, Non-Religious <i>Connect their own reflections and views to the religions and beliefs they study, developing insights.</i></p> <p>Unit 3: What matters most to Humanists and Christians? Christian, Non-Religious <i>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</i></p>	<p>religions and beliefs they study, developing insights.</p> <p>Unit 8: How is faith expressed in Islam? Muslim <i>Suggest and link questions and answers, including their own ideas about the differences religion makes to life.</i></p> <p>Unit 11: Why do some people believe in God and some people not? Christian, Muslim, Non-Religious Connect their own reflections and views to the religions and beliefs they study, developing insights.</p>
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