

### 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
<b>Making sense of beliefs</b>  Identifying and making sense of core religious and nonreligious beliefs and concepts;  understanding what these beliefs mean within their traditions;  recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.	<b>RE is non-statutory for Nursery children.</b>  4 units to be chosen and taught over the year. Units are chosen to meet the needs of the children.  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. Unit 1: Why is the word God so important to Christians? Christian Unit 2: Why is Christmas special to Christians? Christian Unit 3: Why is Easter special for Christians? Christian Unit 4: Being special Christian and other faiths in the year group Unit 5: Which places are specially valued and why? Christian and other faiths in the year group Unit 6: Which stories are specially valued and why?	<b>Unit 7:</b> Recognise that stories of Jesus' life come from the Gospels  Give a clear, simple account of the story of Jesus' birth and say why Jesus is important for Christians  <b>Unit 9:</b> Recognise the words of the Shema as a Jewish prayer  retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach)  <b>Unit 10:</b> Identify what a parable is  Tell the story of the Lost Son from the	<b>Unit 13:</b> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'  Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians  <b>Unit 15:</b> Recognise the words of the Shahadah and that it is very important for Muslims  Identify some of the key Muslim beliefs about God found in the Shahadah and a small number of	<b>Unit 19:</b> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains  offer suggestions about what texts about baptism and the Trinity mean to different Christians today  <b>Unit 21:</b> Identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an  Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)  <b>Unit 22:</b>	<b>Unit 25:</b> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus  Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'  Suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian  <b>Unit 26:</b> Offer informed suggestions about what the events of Pentecost in	<b>Unit 31</b> Identify some different types of biblical texts, using technical terms accurately  Explain connections between biblical texts and Christian ideas of God, using theological terms  <b>Unit 34:</b> Identify what type of text some Christians say Genesis 1 is, and its purpose  Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different	<b>Unit 37:</b> Identify features of Gospel texts (for example, teachings, parable, narrative)  Taking account of the context, suggest meanings of Gospel texts, comparing their own ideas with Christian interpretations of bible texts  <b>Unit 39:</b> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately  Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha

	<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>Bible simply and recognise a link with the Christian idea of God as a forgiving Father</p> <p><b>Unit 12:</b></p> <p>Identify what a story or text says about the beautiful Earth</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about God and about the natural world</p>	<p>the 99 Beautiful Names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophets show what Muslims believe.</p> <p><b>Unit 16:</b></p> <p>Recognise that incarnation and salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)</p> <p><b>Unit 18:</b></p> <p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least 3 objects used in worship in 2 religions and give a simple account of how they are used and what they mean</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p><b>Unit 24:</b></p> <p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live in ways that make the world a better place</p>	<p>Acts 2 might mean, referring to beliefs about the Holy Spirit</p> <p>Give examples of what Pentecost means to some Christians now</p> <p><b>Unit 27:</b></p> <p>Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism / Sanatan Dharma is a whole 'way of life' (dharma)</p> <p><b>Unit 28:</b></p> <p>Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live, forgiving them, calling them to new life</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p><b>Unit 30:</b></p> <p>Identify some beliefs about love,</p>	<p>interpretations</p> <p><b>Unit 36:</b></p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of wisdom that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer, and can live the one life we have for the wellbeing of all)</p>	<p>and dharma</p> <p><b>Unit 42:</b></p> <p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and nonreligious people believe about God, giving examples of reasons why people do or do not believe in God</p>
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	<b>EYFS</b>	<b>KS1</b>		<b>LKS2</b>		<b>UKS2</b>	
	<b>Nursery &amp; Reception</b>	<b>Y Year 1 &amp; Year 2</b>		<b>Year 3 &amp; Year 4</b>		<b>Year 5 &amp; Year 6</b>	
	<b>Year A and Year B</b>	<b>Year A</b>	<b>Year B</b>	<b>Year A</b>	<b>Year B</b>	<b>Year A</b>	<b>Year B</b>
Understanding the impact	<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? (talking about ceremonies) 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><b>Unit 7:</b> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p><b>Unit 9:</b> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach)</p> <p>Make links between Jewish ideas of God found in the stories of the Torah and how people live</p> <p><b>Unit 10:</b> Give at least two examples of ways in</p>	<p><b>Unit 13:</b> Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p><b>Unit 15:</b> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe or how they worship</p> <p>Talk about why some people like to belong to a sacred building or a</p>	<p><b>Unit 19:</b> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p><b>Unit 21:</b> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve, connecting the practice to ideas about God</p> <p><b>Unit 22:</b> Make simple links between Jewish</p>	<p><b>Unit 25:</b> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p><b>Unit 26:</b> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in</p>	<p><b>Unit 31:</b> Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed</p> <p>Show how Christians put their beliefs into practice in worship</p> <p><b>Unit 34:</b> Show understanding of why many Christians find science and faith go together</p> <p><b>Unit 36:</b> Make clear connections between Christian and Humanist ideas about being good and</p>	<p><b>Unit 37:</b> Make clear connections between Gospel texts, Jesus' 'good news' and values expressed in Christian communities.</p> <p><b>Unit 39:</b> Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and some ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc.</p>

	<p>Unit 5: Which places are specially valued and why? (talking about symbols) 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>which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others)</p> <p>Give an example of how people can show that they care for the Earth, making a link to a creation story</p> <p>Give examples of how Christians and Jews can show care for the Earth</p>	<p>community</p> <p><b>Unit 16:</b> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p><b>Unit 18:</b> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe or how they worship</p> <p>Talk about why some people like to belong to a sacred building or a community</p>	<p>beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p><b>Unit 24:</b> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>Tikkun Olam</i> and the charity Tzedek)</p> <p>Identify some differences in how people put their beliefs into action</p>	<p>worship</p> <p><b>Unit 27:</b> Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today in varied ways (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali, in worship at a home shrine)</p> <p><b>Unit 28:</b> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p><b>Unit 30:</b> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread,</p>	<p>how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>	<p><b>Unit 42:</b> Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>
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					marriage) and say what these rituals mean  Identify some similarities and differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism)		
	<b>EYFS</b>	<b>KS1</b>		<b>LKS2</b>		<b>UKS2</b>	
	<b>Nursery &amp; Reception</b>	<b>Year 1 &amp; Year 2</b>		<b>Year 3 &amp; Year 4</b>		<b>Year 5 &amp; Year 6</b>	
	<b>Year A and Year B</b>	<b>Year A</b>	<b>Year B</b>	<b>Year A</b>	<b>Year B</b>	<b>Year A</b>	<b>Year B</b>
Making connections	<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 (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><b>Unit 7:</b> Think, talk and ask questions about Christmas for people who are Christians and for people who are not • decide what they personally have to be thankful for, giving a reason for their ideas</p> <p><b>Unit 9:</b> Ask questions about and talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</p> <p>Give a good reason for their ideas</p>	<p><b>Unit 13:</b> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas</p> <p><b>Unit 15:</b> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p>	<p><b>Unit 19:</b> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</p> <p><b>Unit 21:</b> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the</p>	<p><b>Unit 25:</b> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas</p> <p><b>Unit 26:</b> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</p> <p><b>Unit 27:</b> Raise questions and suggest answers about what is good</p>	<p><b>Unit 31:</b> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p><b>Unit 34:</b> Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p> <p><b>Unit 36:</b> Raise important questions and suggest answers about how and why people should</p>	<p><b>Unit 37:</b> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own ideas and lives.</p> <p><b>Unit 39:</b> Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view and giving their own ideas</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>about whether any of these things are good for them too</p> <p><b>Unit 10:</b> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should look after the natural world</p>	<p>Talk about differences between religious and non-religious special places</p> <p><b>Unit 16:</b> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to any person about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas</p> <p><b>Unit 18:</b> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about differences between religious and non-religious special places</p>	<p>need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</p> <p><b>Unit 22:</b> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</p> <p><b>Unit 24:</b> Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas</p> <p><b>Unit 28:</b> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</p> <p><b>Unit 30:</b> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p>	<p>be good, connecting the values studied and their own values thoughtfully</p>	<p><b>Unit 42:</b> Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning</p>
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