

## Progression of Skills and Knowledge

Subject: Religious Education

Curriculum Leader: Laura Hurford-Jones



Skills	Reception	Year 1 (Christianity, Judaism)	Year 2 (Christianity, Islam)
RE Application	<b>Begin to</b> Make links between festivals and celebrations marked within their own culture, and their own experiences. <i>E.g. I get cards on my Birthday.</i>	<b>Begin to:</b> Recognise and name features of religious, spiritual and moral stories and other forms of religious expression from different religions in different communities  Explain what is important to them about festivals and why	<b>Begin to make links between:</b> Religion and community.  Festivals, celebrations and religion.  Laws and rules, religious values and culture.  The way people's beliefs affect their actions.
RE Analysis	<b>Begin to:</b> understand that different people have different celebrations, beliefs, attitudes, customs and traditions. be able to talk about groups that they belong to e.g. family, class, [Church] school etc. will be able to talk about a place, a special story or person belonging to a different faith community	<b>Begin to:</b> Make connections between the importance of the Bible to Christians and the Old Testament in Judaism.  Understand about the meaning of stories e.g. Parables	<b>Begin to distinguish between:</b> Fact and opinion.  Features of different religions ( <i>Symbols, key writings, places of places of worship, practices</i> )
RE Empathy	<b>Begin to:</b> Identify own feelings of love, wonder, forgiveness and sadness Consider the feelings of others. Identify how others are feeling. Recognise diversity. Understand why it is important to treat others with respect. Understand that other people don't always enjoy the same things. Be aware that other children may belong to different groups/families	<b>Begin to:</b> Identify aspects of own experience and feelings in religious material studied  Identify the emotions of people involved in the account of Jesus' life and death	<b>Begin to:</b> Consider how our actions can have an impact on others. Consider the thoughts, feelings, attitudes, beliefs, values and experiences of others. Recognise and respect diversity. Understand what is important to people of other religions? E.g. Islam, Christianity, Judaism. Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong
RE Evaluation	<b>Begin to:</b> Understand the different between right and wrong. Show an awareness of worldwide celebrations. e.g. Harvest, Christmas, Easter, Chinese New Year	<b>Begin to</b> identify what is of value and concern to themselves, in religious material studies Develop understanding of what is right and wrong and act upon it	<b>Begin to:</b> Talk about why we have worldwide celebrations. E.g. Harvest, Christmas. Talk about the difference between right and wrong. Show the ability to balance consideration of

			<p>others against self-interest.</p> <p>Begin to support an argument with evidence</p>
RE Expression	<p><b>Begin to:</b></p> <p>Use terminology around religion.</p> <p>Talk about how they celebrate events within their family / community. e.g Birthday, Christmas etc.</p> <p>Be aware that Christians have their special places (churches), festivals, book (Bible), objects and people (Jesus, vicar etc).</p> <p>Use role play, art and emergent writing to display knowledge about celebrations.</p>	<p><b>Begin to:</b></p> <p>Recognise some religious symbols</p> <p>Be aware that other people have different special places, times, books, objects and people to them.</p>	<p><b>Begin to:</b></p> <p>Share own ideas and understanding of different religions through a range of media e.g. art and design, ICT, writing.</p> <p>Talk about key practices of main religions (places of worship, writings, rites of passage)</p> <p>Suggest meanings in religious symbols, language and stories</p>
RE Interpretation	<p><b>Begin to:</b></p> <p>Look at artefacts linked to key celebrations. e.g. Advent candles at Christmas.</p> <p>Talk about key celebrations. E.g Chinese New Year, Easter, Christmas etc.</p> <p>Understand that Easter, Christmas and harvest are special times for Christians.</p>	<p><b>Begin to:</b></p> <p>Interpret religious language in the familiar Bible stories</p> <p>Drawing meaning from religious art (e.g. Christmas cards).</p> <p>Recognise symbols and other forms of religious expression e.g. the relevance of the Cross to Christians</p>	<p><b>Begin to:</b></p> <p>Draw meaning from images, artefacts and symbols.</p> <p>Draw meaning from religious words and phrases e.g. Son of God, and begin to suggest meaning.</p> <p>Answer 'why' questions about key events and figures.</p>
RE Investigation	<p><b>Begin to:</b></p> <p>Ask simple questions.</p> <p>Show curiosity towards key celebrations, religious events and artefacts.</p>	<p><b>Begin to:</b></p> <p>Investigate by gather information from stories and artefacts e.g. about the Nativity story from Christmas cards.</p> <p>Identify what they find interesting and puzzling in life.</p> <p>Ask simple questions.</p>	<p><b>Begin to:</b></p> <p>Ask relevant questions.</p> <p>Explore how people celebrate the same festival / occasion in different ways e.g. Christmas, Easter, Harvest.</p> <p>Use different sources, with support, to gather information. (<i>books, IT etc.</i>)</p> <p>Compare places of worship to identify differences.</p>
RE Reflection	<p><b>Begin to:</b></p> <p>Ask 'why' and 'how' in response to events, practices and celebrations.</p> <p>Be able to talk about a place, a special story or person belonging to a different faith community</p>	<p><b>Begin to:</b></p> <p>Identify aspects of own experience and feelings, in religious material studied.</p> <p>Reflect on feelings and experiences associated with celebrating.</p>	<p><b>Begin to:</b></p> <p>Ask questions.</p> <p>Show curiosity towards key celebrations, religious events and artefacts.</p>

	Be able to identify how our world is special.		Realise that some questions that cause people to wonder are difficult to answer.
RE Synthesis	<p><b>Begin to:</b> Be able to talk about the world that they are part of.</p> <p>Be able to describe how people celebrate some other festivals (as appropriate) e.g. Divali, Eid / Ramadan, Guru Nanak's birthday etc.</p>	<p><b>Begin to:</b> Recall features of religious, spiritual and moral stories and other forms of religious expression.</p> <p>Recognise and name features of religions and beliefs.</p>	<p><b>Begin to:</b> Be aware of patterns in the various features of religion (<i>writings, place of worship, celebrations, key figures etc.</i>).</p> <p>Connect meaning between the different features of religion (<i>writings, place of worship, celebrations, key figures etc.</i>).</p> <p>Reflect on people's beliefs and consider the impact that this has on the way they treat important/special objects e.g. Bible, Torah.</p>