



Ashby Hastings Primary School

“Inspiring minds to foster confidence”

Skills Progression

RE

Our R.E Curriculum encourages respect and empathy for different faiths and cultures; showing tolerance and understanding, though views may differ from their own.

	FS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Believing <i>Religious beliefs, teachings, sources; questions about meaning purpose and truth</i></p>	<ul style="list-style-type: none"> - talk about religious stories - recognise some religious words (Eg God, Bible etc) - identify some of their own feelings in the stories they hear - identify a sacred text (eg Bible) - say what Jesus teaches about keeping promises and saying thank you - talk about people who are special to them and say what makes them special - identify qualities of a good friend and reflect on whether they are one 	<ul style="list-style-type: none"> -give simple ideas about what Christians believe about God and Jesus -retell a story that shows what Christians might think about God -talk about good and bad, right and wrong, arising from a Christian story -ask questions about believing in God and offer ideas 	<ul style="list-style-type: none"> -talk about how the mezuzah in the home reminds Jewish people about God -talk about how Shabbat is a special day of the week -give examples of how Jews may celebrate Shabbat -retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might be thinking about God -ask questions about believing in God and offer some ideas of their own -recognise that sacred texts contain stories which are special to people and should be treated with respect 	<ul style="list-style-type: none"> -describe some of the ways Christians and Sikhs describe God -ask questions and suggest responses to ideas about God -suggest why having a faith or belief may be hard -identify how, and say why, it can make a difference in people's lives to believe in God -make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation -suggest how and why Christians use the Bible -describe what Christians say God is like with examples from the Bible 	<ul style="list-style-type: none"> -make connections between some of Jesus' teachings and the way Christians live today -describe how Christians celebrate Holy week and Easter Sunday -identify the most important parts of Easter for Christians and why they are important -give simple definitions of key Christian terms (eg Gospel, incarnation, salvation) and illustrate them the events of Holy week and Easter 	<ul style="list-style-type: none"> -outline a Christian understanding of what God is like -give examples of the ways believing in God is valuable in the lives of Christians and how it can be challenging -express ideas about the impact on someone's life of believing, or not, in God -present views on why people believe in God or not -outline Jesus' teachings on how his followers should live -interpret 2 of Jesus' parables, saying what they may teach Christians about how to live -explain the impact Jesus' example and teachings may have 	<ul style="list-style-type: none"> -express ideas about how and why religion can help believers when times are hard, giving examples -outline Christian, Hindu and/or non-religious beliefs about life after death -explain similarities and differences between beliefs about life after death -explain some reasons why Christians and Humanists have different ideas about an afterlife

			<ul style="list-style-type: none"> -retell stories from both the Christian Bible and another faith, suggesting meanings -ask questions about stories Jesus told, and from another religion, and suggest answers 	<ul style="list-style-type: none"> -discuss ideas about why humans do bad things and how people try to put things right 		<ul style="list-style-type: none"> had in Christians today -express their understanding of what Jesus would do in relation to a moral dilemma from the modern world 	
<p>Expressing Religious and spiritual forms of expression; questions about identity and diversity</p>	<ul style="list-style-type: none"> - talk about somewhere special to them - be aware of special religious places - recognise a place of worship - talk about special things in a place of worship -identify significant features of sacred places -give examples of special occasions -Recall simple stories connected with Christmas/Easter and a festival from another faith -say why festivals are special to the people of particular faiths. 	<ul style="list-style-type: none"> -identify special objects and symbols in places of worship and say something about what they mean -talk about how stories, objects, symbols and actions used in places of worship show what people believe. -describe how people use music in worship and how different kinds of music might make them feel - ask questions about what happens in a place of worship -identify some ways Christians celebrate Christmas/Easter and how a festival is celebrated in another faith -give examples of what people do, give, sing, remember or think about at these religious festivals Focus on different festivals to Y2 	<ul style="list-style-type: none"> -identify special objects and symbols in places of worship and say something about what they mean -talk about how stories, objects, symbols and actions used in places of worship show what people believe. -describe how people use music in worship and how different kinds of music might make them feel - ask questions about what happens in a place of worship -identify some ways Christians celebrate Christmas/Easter and how a festival is celebrated in another faith -give examples of what people do, give, sing, remember or think about at these religious festivals Focus on different festivals to Y1 	<ul style="list-style-type: none"> -describe the practice of prayer in Christianity and Sikhism -make connections between what people believe about prayer and what they do when they pray -describe how prayer can both comfort and challenge believers -describe and comment on similarities and differences between how people of different faiths pray 	<ul style="list-style-type: none"> -make connections between stories, symbols and beliefs with what happens in at least 2 religious festivals -ask questions and give answers about what matters most to believers in festivals -identify similarities and differences in the way festivals are celebrated within and between religions -explore and suggest ideas about what is worth celebrating and remembering in both religious communities and in their own lives -suggest why some see life as a journey. Identify milestones -suggest why marking milestones may be important to different religions -compare how believers show commitment, with their own ideas about community, belonging and belief 	<ul style="list-style-type: none"> -select and describe the most important functions of a place of worship for the community -give examples of how places of worship support believers in difficult times, explaining why it matters -present ideas about the importance of people in a place of worship, rather than the place itself 	<ul style="list-style-type: none"> -describe and make connections between examples of religious creativity (buildings and art) -show understanding of the value of sacred buildings and art -suggest why some believers see generosity and charity as more important than buildings and art -apply ideas about values, and ideas from scriptures, to the question of whether generosity and charity better express religion than buildings and art

<p>Living <i>Religious practices and ways of living; questions about values and commitments</i></p>	<ul style="list-style-type: none"> - retell religious stories, connecting to personal experiences - share occasions where they have felt special - recall simply what happens at a Christian Baptism - recall simply what happens when a baby is welcomed into another religion - talk about things they find interesting/ puzzling/wonderful about the world -express ideas and feelings about the wonders of the modern world - express ideas about how to look after animals and plants - talk about how people mess up / look after the world. 	<ul style="list-style-type: none"> -recognise and name symbols of belonging from their experience (Rainbows, Beavers etc), for Christians and another faith, suggesting what they might mean & why they matter -describe what happens at a Christian infant Baptism and suggest what the actions and symbols mean -identify 2 ways people show they belong to each other when they get married -respond to examples of co-operation between different people 	<ul style="list-style-type: none"> -retell Bible stories, and stories from another faith, about caring for others and the world - identify ways people respond to God by caring for others -talk about issues of good and bad, right and wrong arising from the stories -talk about some texts from different religions which promote the 'Golden Rule' and think about what would happen if more people followed the idea -creatively express their own ideas about the creation story and what it says God is like. 	<ul style="list-style-type: none"> -give examples of what Christians do to show faith, making connections with some Christian beliefs and teachings -describe how Christians express faith through hymns and more modern worship songs -suggest 2 reasons why being a Christian is good in Britain, and 2 reasons why it might be hard sometimes -discuss links between the actions of Christians who help others, and the ways in which people of other faiths help others. 	<ul style="list-style-type: none"> -describe how some Hindus show their faith, making connections with Hindu beliefs and teachings about aims and duties -describe how Hindus show faith through puja, aarti and bhajans -suggest 2 reasons why being a Hindu is good in Britain and 2 reasons why it might be hard sometimes -discuss links between the actions of Hindus who help others, and the ways in which people of other faiths help others -give examples of rules for living religions and how these might help with difficult decisions -make connections between stories of temptation & why it can be difficult to be good -give examples of inspirational people who have been guided by their religion (Eg Martin Luther King) -discuss ideas about how people decide right and wrong 	<ul style="list-style-type: none"> -make connections between the 5 pillars of Islam and Muslim beliefs about God and the Prophet Muhammad -describe and reflect on the significance of the Holy Qur'an to Muslims -describe the forms of guidance a Muslim uses and compare to their experience of forms of guidance -make connections between the key functions of the Mosque and the beliefs of Muslims 	<ul style="list-style-type: none"> -describe what Christians mean about humans being made in the image of God and having 'fallen' -describe some Christian and Humanist values simply -express own ideas about big moral concepts such as fairness, honesty etc comparing to the ideas of others -suggest why it may be helpful to follow a moral code -make connections between beliefs and behaviour in different religions -outline the challenges of being a Christian, Hindu or Muslim in Britain today -make connections between belief in Ahimsa, the Grace and Ummah, teachings and sources of wisdom in the 3 religions -consider similarities and differences between beliefs and behaviour in different faiths
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Progression in RE depends upon the development of the following generic learning skills applied to RE.

They ensure that teachers will move pupils on from knowledge accumulation to higher level thinking and more sophisticated skills.

<ul style="list-style-type: none">• Reflection Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices• Empathy Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and seeing issues from their point of view• Investigation Asking relevant questions Knowing how to gather information from a variety of sources Knowing what may constitute evidence for justifying beliefs in religion• Interpretation Drawing meaning from artefacts, works of art, music, poetry and symbolism Interpreting religious language Suggesting meanings of religious texts	<ul style="list-style-type: none">• Evaluation Debating issues of religious significance with reference to evidence and argument• Analysis Distinguishing between opinion and fact Distinguishing between the features of different religions• Synthesis Linking significant features of religion together in a coherent pattern Connecting different aspects of life into a meaningful whole• Application Making the association between religion and individual, community, national and international life• Expression Explaining concepts, rituals and practices Expressing religious views, and responding to religious questions through a variety of media
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