



RE

Curriculum Skills and Progression Map

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics covered	<p>Terms 1 & 2: Which stories are special and why?</p> <p>Which people are special and why?</p> <p>Terms 3 & 4: Which places are special and why?</p> <p>Which times re special and why?</p> <p>Term 5 & 6: Where do we belong?</p> <p>What is special about our world?</p>	<p>Terms 1 & 2: What does it mean to belong to a faith community?</p> <p>How and why do we celebrate special and sacred times?</p> <p>Terms 3 & 4: Who is a Christian and what do they believe?</p> <p>Term 5 & 6: What makes some places sacred?</p>	<p>Terms 1 & 2: How should we care for others and the world, and why does it matter?</p> <p>How and why do we celebrate special and sacred times? <i>(different festival focus)</i></p> <p>Terms 3 & 4: Who is a Muslim and what do they believe?</p> <p>Who is Jewish and what do they believe?</p> <p>Term 5 & 6: How can we learn from sacred books?</p>	<p>Terms 1 & 2: What does it mean to be a Christian in Britain today?</p> <p>Terms 3 & 4: What do different people believe about God? <i>(Christian focus and either/or Hindus or Muslims)</i></p> <p>Why are festival important to religious communities? <i>(Easter focus)</i></p> <p>Term 5 & 6: Why do people pray?</p> <p>Why is the Bible to important to Christians today?</p>	<p>Terms 1 & 2: What does it mean to be a Hindu in Britain today?</p> <p>Terms 3 & 4: What can we learn from religions about deciding what is right and wrong?</p> <p>Why is Jesus inspiring to some people?</p> <p>Term 5 & 6: Why are festivals important to religious communities? <i>(Eid focus)</i></p> <p>Why do some people think that life is like a journey and what significant experiences mark this?</p>	<p>Terms 1 & 2: Why do some people think God exists?</p> <p>If God is everywhere, why go to a place of worship?</p> <p>Terms 3 & 4: What would Jesus do? (Can we life by the values of Jesus in the 21st century?)</p> <p>Term 5 & 6: What does it mean to be a Muslim in Britain today?</p>	<p>Terms 1 & 2: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>What difference does it make to believe in ahimsa (harmlessness) grace and/or Ummah (community)?</p> <p>Terms 3 & 4: What matters most to Christians and Humanists?</p> <p>Term 5 & 6: What do religions say to us when life gets hard?</p>
<p>Express and communicate:</p> <p>1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</p>	Talk about some religious stories.	Ask questions and suggest answers about stories to do with religious festivals.	Identify and talk about special religious days, and give some examples of how they are celebrated and how the celebrations might make people feel. Identify ways that some people make a response to God by caring for others and the world.	Identify how and say why it makes a difference in people's lives to believe in God. Give examples of how and suggest reasons why Christians use the Bible today.	Identify the most important parts of religious special days and say why they are important. 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.	Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Explain the impact Jesus' example and teachings might have on Christians today.	

<p>Express and communicate:</p> <p>2. Express with increasing discernment their personal reflections and critical responses to questions and teaching about identity, diversity, meaning and value</p>	<p>Say what makes their family and friends special to them.</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>Suggest why having a faith or belief in something can be hard</p> <p>Describe ways in which prayer can comfort and challenge believers.</p>	<p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>Suggest at least two reasons why being a Christian/Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</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>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p>
<p>Express and communicate:</p> <p>3. Appreciate and appraise varied dimensions of religion</p>	<p>Recall simple stories connected with Christmas/ Easter and a festival from another faith.</p>		<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p>	<p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p>		<p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Select and describe the most important functions of a place of worship for the community.</p>	<p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p>

<p>Gain and deploy skills:</p> <p>1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>	<p>Talk about somewhere that is special to themselves, saying why</p>	<p>Ask some questions about believing in God and offer some ideas of their own.</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>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance.</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p>	<p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences.</p>	<p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Discuss and present ideas about what it means to belong to a non-Christian faith in Britain today, making links with their own experiences.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p>	
<p>Gain and deploy skills:</p> <p>2. Enquire into what enables different communities to live together respectfully for the wellbeing of all</p>	<p>Recall stories about special people in other religions and talk about what we can learn from them</p>	<p>Respond to examples of co-operation between different people.</p>	<p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p>	<p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p> <p>Discuss links between the actions of different faiths in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>		<p>Apply ideas about values and from scriptures to the title question.</p>

<p>Gain and deploy skills:</p> <p>3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>	<p>Suggest some ideas about good ways to treat others, arising from their learning.</p> <p>Find out at least two teachings from religions about how to live a good life.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</p>	<p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p>
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