

RE Progression of Skills Map EYFS- Y6

| Key Skills | EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
|---------------------------------------|---|--|--------|---|--------|---|--------|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| KNOWLEDGE & UNDERSTANDING OF RELIGION | <p>Reception</p> <p>*Understand some places are special to members of their community</p> <p>*Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>*Understand that some Holy books are special to some people.</p> <p>*Begin to understand that there are different festivals and celebrations which show belonging to faith communities.</p> <p>ELG</p> <p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what they have read in class.</p> | <p>Children are able to identify some beliefs and features of religion.</p> | | <p>Pupils can describe some of the beliefs and features of religion</p> | | <p>Pupils will demonstrate understanding of some of the beliefs and features of religion through the RE concepts.</p> | |
| | | <p>Pupils can recognise and name features of religious life and practice. They can recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression Pupils identify some beliefs and features of religion and their importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways</p> | | <p>Pupils describe some of the beliefs and features of religion, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p> | | <p>Pupils can demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them. They can describe some similarities and differences both within and between religions. They describe the impact of religions on people's lives. They suggest meanings for range of forms of religious expression.</p> | |
| CRITICAL THINKING | <p>To ask questions about what they are learning to find out more.</p> | <p>In response to the religious material they learn about, children are able to express their views and give simple reasons to support these</p> | | <p>In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views.</p> | | <p>In response to the religious material they learn about, pupils can express their own views using sound reasons. Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).</p> | |
| | | <p>Pupils talk about, what they find interesting or puzzling and what is of value and concern to themselves and to others. In response to the religious material they learn about, children are able to express their views and give simple reasons to support these. Pupils recognise that some questions cause people to wonder and are difficult to answer</p> | | <p>In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views. Pupils ask important questions about religion and beliefs</p> | | <p>In response to the religious material they learn about, pupils can express their own views using sound reasons. They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).</p> | |
| PERSONAL REFLECTION | <p>Reflect on own experiences and feelings. Talk about experiences.</p> | <p>In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others.</p> | | <p>In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.</p> | | <p>In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences</p> | |
| | | <p>Pupils reflect on their own feelings, ideas and values. In relation to the religious material studied children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.</p> | | <p>In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They reflect on what</p> | | <p>In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.</p> | |

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| | | | influences them, making links between aspects of their own and others' experiences. | |
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| Key Concepts | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|------------------------------|------|---|--------|--|--------|--------|--------|
| CHRISTIANITY | BELIEF | | Belief in God as shown in the Bible: God as One, creator, loving, caring, having authority; God as Father, loving parent. The natural world as God's creation; human responsibility to care for the world. Belief in Jesus as special to God; introduction to Jesus as Son of God through special birth. Death and resurrection of Jesus as important to Christians | | The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. The otherness of God (transcendent) who inspires awe, wonder, devotion. Introduction to Trinity (Father, Son, Holy Spirit); creator God, loving God, powerful God. Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. Life after death. | | | |
| | AUTHORITY | | Bible as the holy book for Christians, treated with respect e.g. read from in Church worship, lectern, special Bibles. Some stories from the Bible (Genesis 1 and 2: Creation). Jesus as important shown through Christmas, Easter stories; stories showing Jesus as healer, miracle worker, one who helped and cared for others, Jesus as teacher (introduction to parables), special teaching of Jesus – love God, love your neighbour (link to Belief concept). Leaders – introduction to local church leader e.g. vicar/priest/minister | | Bible as the sacred book; its importance and impact for Christians today. Different types of writing – Old and New Testament. How the Bible is used in private and communal worship and everyday living. Introduction to literal and non-literal interpretations of the Bible. Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection). Jesus as teacher – teachings of Jesus including selected parables. The power of Jesus to change lives. Leaders – how clergy support and influence Church and local community | | | |
| | EXPRESSIONS OF BELIEF | | How Christians celebrate Christmas, Easter, Harvest. The Church building as a place of worship and belonging – introduction to some features of churches e.g. cross, lectern, pulpit, altar. Introduction to Durham Cathedral as a place of worship. Sunday worship in church e.g. vicar, reading Bible, singing, prayers, sermon, Eucharist, words and actions. How religious identity and belonging are expressed through baptism, services of dedication (symbols, actions, words, promises). It is anticipated that pupils will visit their local church (any denomination) and Durham Cathedral. | | Understanding of significance of rituals/symbols associated with Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Harvest, Pentecost. How buildings, symbolic objects and actions are used to express beliefs and feelings e.g. praying hands, kneeling, raising hands, liturgical colours, special clothes, cross, candle, rosary, windows, banners, statues. Introduction to Eucharist – ritual and meaning. Prayer and its importance for Christians, including Lord's Prayer and individual prayer, aids to prayer. Introduction to diversity of practice in Sunday worship in local area. How commitment, belonging and religious identity are expressed through ceremonies e.g. first communion, adult baptism, confirmation, membership. How beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land. It is anticipated that pupils will visit at least 2 local churches in order to compare features and aspects of worship in different denominations, and Durham Cathedral. | | | |
| | IMPACT OF BELIEF | | Christian values: individual love, care, forgiveness, helping others, following example of Jesus. Some examples of how Christians would show these values e.g. the work of local vicar/priest in helping others in church and local community; attitude and work of individual Christians in the community. How Christians care for God's creation (link to Worship concept – Harvest). Stories about St Cuthbert – how his Christian faith affected his life; and how his life had an impact then and now. | | How belief in God will affect Christians e.g. prayer to God, belief in life after death, meaning of life. How Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities (e.g. Salvation Army, CAFOD) and individual Christians. How Christians show commitment and belonging to faith community e.g. regular church worship, voluntary work within the church (e.g. Sunday School, music group, church magazine), giving money. Commitment shown through life in a religious order/monastic community. Introduction of how Christian values will affect views on moral issues – environment. Stories about the northern saints – how their faith affected their lives and their significance then and now. | | | |

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| BUDDHISM | BELIEF | | Belief in Buddha as an enlightened teacher (not a God). Importance of the natural world. Values of compassion, respect for all living things. | | | | | |
| | AUTHORITY | | Example of Buddha's life – his birth, growing up as prince Siddharta, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies. Buddhist stories illustrating these values, e.g. Siddharta and the Swan, The Monkey King | | | | | |
| | EXPRESSIONS OF BELIEF | | Worship in the home: Buddhist home shrine – statue of Buddha (rupa) or mandala, incense, candles, water, food, bell – engaging all the senses. Introduction to meditation as a form of Buddhist worship. Symbols and aids to worship, e.g. prayer beads, prayer wheels and flags, lotus flower. | | | | | |
| | IMPACT OF BELIEF | | How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty, patience. Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl. The importance of the Buddhist community – lay people, monks, nuns, priests. How mutual support and responsibility is shown. | | | | | |

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| HINDUISM | BELIEF | | | | Belief in one God represented in many forms and images e.g. Ganesh as God of wisdom and remover of obstacles. How God is depicted through murtis. Belief in one God (Brahman) worshipped in many forms: o Trimurti (Brahma, Vishnu, Shiva) o Concept of avatars e.g. Rama, Krishna o Nature of God as expressed in murtis (images), pictures, symbols, Aum o Male, female and animal representations of God. Introduction to belief in atman (individual soul), karma. Belief in ahimsa: respect for forms of life. Belief in reincarnation. | | | |
| | AUTHORITY | | | | Stories from Hindu scriptures associated with Divali, Raksha Bandhan. Introduction to sacred scriptures and how they are used by adherents. Stories from Hindu scriptures with a moral e.g. Rama and Sita (good wins over evil, loyalty, sacrifice, love) | | | |
| | EXPRESSIONS OF BELIEF | | | | Worship in the home (private and family devotion). How Hindus celebrate Divali at home, Raksha Bandhan. How religious identities and belonging are expressed through baby naming ceremony. Worship in the mandir: puja, arti, the role of murtis, imagery and symbolism in the mandir, importance of community worship. How beliefs and feelings are expressed through communal celebration of Divali, Holi. How beliefs are expressed through visits to sacred sites. How commitment, belonging, religious identity is expressed through sacred thread initiation ceremony | | | |
| | IMPACT OF BELIEF | | | | The importance of the home and family in developing Hindu beliefs and values e.g. care for all living things; honesty; truthfulness; love, loyalty and respect within the extended family. How belief and respect for all living things (ahimsa) has impact on behaviour and actions e.g. vegetarianism/food laws, non -violence. How belief in karma has impact on behaviour and actions e.g. seva (service for others). Introduction to how Hindu values will affect views on moral issues – the environment. | | | |

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| JUDAISM | BELIEF | | | | Belief in God as One, Creator. Introduction to Shema prayer as expressing key beliefs for Judaism. Beliefs about creation and natural world; responsibility to be thankful for and care for the created world (e.g. children’s tree planting ceremony – Tu B’Shevat). God as One, Creator. God as provider in life; after life. Beliefs expressed through Shema, first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah. | | | |
| | AUTHORITY | | | | Torah: introduction to sacred scrolls, what they are and how they are read from and treated with respect (their place in the synagogue). Some stories from the Torah e.g. story of creation. The importance of the Torah; its place, use and significance in the synagogue and importance for Jews today. Sefer Torah and work of the scribe. The giving of the Torah to Moses on Mount Sinai. Ten Commandments and 613 commandments. Significance of Moses in Judaism; called by God (Burning Bush), leading Israelites out of slavery, receiving Ten Commandments, beginnings of Judaism, importance for Jews today. Role of the Rabbi as teacher | | | |
| | EXPRESSIONS OF BELIEF | | | | Shabbat – how Shabbat is celebrated in the home, symbolic objects of Shabbat. Other Jewish symbols as expressions of belief, e.g. mezuzah, menorah, kippah, tallit. How Jews celebrate Hanukkah. The synagogue as a place of worship, education, community. The main features of the synagogue and their significance. Understanding of beliefs and practice associated with daily prayer including significance of kippah, tallit. How beliefs and feelings are expressed through practices of Pesach, Sukkot. How commitment, belonging, religious identity | | | |
| | IMPACT OF BELIEF | | | | The importance of the home in developing beliefs and values and demonstrating commitment to Jewish way of life e.g. Friday Shabbat meal as a family, the role of the mother in educating children. How Jews show responsibility to God’s creation e.g. Tu B’Shevat (tree planting). How Jews today follow scripture, Jewish laws including the Ten Commandments; the impact on an individual and community life. How Jews show commitment, belonging to faith community and care for others e.g. tzedaka (charity), contribution to work of synagogue and helping others e.g. Jewish charities, caring for those in the community, Mitzvah Day. Introduction to how Jewish values will affect views on moral issues – environment. | | | |