Lodge Farm Primary School

**Religious Education Knowledge and Skills Progression**

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| **Strand**  **(Strands are colour coordinated in conjunction with RE syllabus of aims)** | **By the end of EYFS** | **By the end of Y1** | **By end of Y2** | **By end of Y3** | **BY end of Y4** | **By end of Y5** | **By end of Y6** |
| **Know about & Understand:**  **A1.** Describe, explain, and analyse beliefs, and practices, recognising the diversity which exists within and between communities. | Throughout our children’s Early Years Education, children will explore different celebrations such as Chinese New Year, Diwali, Easter, Christmas etc where they will begin to talk about and recall stories from different communities. They will also complete work on being ‘good friends’ and promoting equality and diversity.  EYFS Topics: Special People, Special Times, Special Places, Special Stories, Being Special and Special World. | **Y1A: How do people celebrate? Baby, Wedding, Birthday.**  A1. Recall and name different practices for welcoming a baby or having a wedding.  **Y1B: How do we say thank you for the Earth? Cycles of the year: Creation, Harvest, Giving thanks.**  A1. Recall and name different beliefs and practices that show care for the earth. | **Y2A: A world of festivals. How and why do we celebrate special times?**  A1. Recall and name different festivals.  **Y2B: What does Easter mean to Christians? Symbols of the story?**  A1. Recall and name different beliefs practices seen at the festival of Easter.  **Y2C: Beginning to learn about Islam.**  A1. Recall and name different Muslim beliefs and practices. | **Y3A: Holy Buildings and Sacred Spaces: Visiting Places of Worship**  A1. Describe and make connections between worship and holy buildings in two or more religions.  **Y3B: Why are holy books important?**  A1. Describe and make connections between the ways sacred texts are used in different faiths.  **Y3C: Why do people make pilgrimages?**  A1. Describe and make connections between pilgrimages from different religions. | **Y4A: What is it like to be a Hindu?**  A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on their meanings.  **Y4B: Muslim Ways of Living: Keeping 5 Pillars**  A1. Describe and make connections between Muslim celebrations, worship and rituals, reflecting thoughtfully on what they mean to Muslims.  **Y4C: Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?**  A1. Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey.  **Y4D: Finding reasons to care through religious stories.**  A1. Describe and make connections between stories about caring in order to reflect thoughtfully on their own ideas. | **Y5A: Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?**  A1. Describe and make connections between the work of the two charities and its roots in the religions.  **Y5B: Commitments and meanings- Hindu, Muslim, Christian, Non-religious.**  A1. Describe and make connections between the commitments shown by people from different worldviews, saying where they are similar and different.  **Y5C: Religions in the local community? What will make our town a more respectful place?**  A1. Describe and make connections between the religions and worldviews of Walsall in life in order to reflect thoughtfully on the need for respect in our communities. | **Y6B: What matters most? Christians and Humanists**  A1. Describe Humanism in detail and reflect thoughtfully on their own ideas about this non-religious worldview. |
| **Know about & Understand:**  **A2.** Identify, investigate, and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews. | Children within Early Years will be encouraged to use their 5 senses to begin to ask questions to further their knowledge ad understanding of their given topics. Children will also be encouraged to use their new vocabulary in extended and increasing complexity of sentences.  EYFS Topics: Special People, Special Times, Special Places, Special Stories, Being Special and Special World. | **Y1B: How do we say thank you for the Earth? Cycles of the year: Creation, Harvest, Giving thanks.**  A2. Retell and suggest meanings to some religious and moral stories about care for other people and the Earth.  **Y1C: What can we learn from stories and prayers of Jesus?**  A2. Retell and suggest meanings to some religious and moral stories from the Gospels.  **Y1D: Beginning to learn from Sikhs.**  A2. Retell and suggest meanings to three Sikh religious and moral stories. | **Y2B: What does Easter mean to Christians? Symbols of the story?**  A2. Retell and suggest meanings to some stories of Holy Week and Easter.  **Y2C: Beginning to learn about Islam.**  A2. Retell and suggest meanings to some Muslim stories.  **Y2D: I Wonder... Questions that puzzle us.**  A2. Retell and suggest meanings to some religious and moral stories. | **Y3B: Why are holy books important?**  A2. Describe and understand links between stories and texts and other aspects of the communities.  **Y3C: Why do people make pilgrimages?**  A2. Describe and understand links between what sacred texts say and the practices of pilgrims today.  **Y3D: Jesus: Why do some people think he is inspirational?**  A2. Describe and understand links between stories and texts about Jesus in the Gospels and Christian beliefs and living today. | **Y4B: Muslim Ways of Living: Keeping 5 Pillars**  A2. Describe and understand links between Qur’an. Hadith and Muslim practice in Britain today.  **Y4C: Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?**  A2. Describe and understand links between stories and texts and other aspects of the communities.  **Y4D: Finding reasons to care through religious stories.**  A2. Describe and understand links between stories and texts and values. | **Y5B: Commitments and meanings- Hindu, Muslim, Christian, Non-religious.**  A2. Describe and understand links between different communities responding thoughtfully to a range of sources of wisdom.  **Y5D: Muslims and Christians: Who is inspiring? Inspirational Founders and leaders.**  A2. Describe and understand links between stories of key leaders from different religions, responding thoughtfully to sources of wisdom and beliefs and describing what makes a person inspiring | **Y6A: Exploring Key Leaders- Sikhs and Hindus.**  A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom, ideas and beliefs.  **Y6C: What can we learn from religions about temptation?**  A2. Describe and understand links between stories and beliefs about temptation in Islam and Christianity responding thoughtfully to beliefs about how we should make our moral choices. |
| **Know about & Understand:**  **A3.** Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. | Children within EYFS will begin to look at different celebrations and the importance of them to their peers. They will begin to discuss similarities and differences they notice and articulate themselves in an increasingly respectful way.  EYFS Topics: Special People, Special Times, Special Places, Special Stories, Being Special and Special World. | **Y1A: How do people celebrate? Baby, Wedding, Birthday.**  A3. Recognise symbols and actions associated with these ceremonies.  **Y1C: What can we learn from stories and prayers of Jesus?**  A3. Recognise symbols and actions associated with prayer.  **Y1D: Beginning to learn from Sikhs.**  A3. Recognise wisdom and symbols that connect to the stories. | **Y2A: A world of festivals. How and why do we celebrate special times?**  A3. Retell and suggest meanings to some stories told at festive times in 3 religions. | **Y3A: Holy Buildings and Sacred Spaces: Visiting Places of Worship**  A3. Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings.  **Y3D: Jesus: Why do some people think he is inspirational?**  A3. Explore and describe a range of ways Christians today use the stories of Jesus from the gospels | **Y4A: What is it like to be a Hindu?**  A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.  **Y4C: Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?**  A3. Explore and describe symbols which marks steps on the journey of life. | **Y5A: Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?**  A3. Explore and describe a range of beliefs, symbols, and actions so that they can understand different ways of life and ways of expressing meaning. | **Y6B: What matters most? Christians and Humanists**  A3. Explore and describe a range of ways of behaving and show that they understand a Humanist and a Christian way of life.  **Y6D: How do we express spiritual ideas through the arts? Examples from Muslims, Sikhs and Christians.**  A3. Explore and describe a range of spiritual symbols and expressions (arts, architecture, music, beautiful writing) to show that they understand different ways in which religious communities express beliefs and meanings. |
| **Express and Communicate:**  **B1.** Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. | Throughout units Special times, special stories, special people and special places children will begin to explore the impact different practices, beliefs and teachings have on different communities through open discussion, questioning and discussing similarities and differences. Children will also express their opinions through continuous provision activities. | **Y1A: How do people celebrate? Baby, Wedding, Birthday.**  B1. Ask and respond to questions about what communities do, and why.  **Y1B: How do we say thank you for the Earth? Cycles of the year: Creation, Harvest, Giving thanks.**  B1. Ask and respond to questions about what communities do to care for people and the Earth.  **Y1C: What can we learn from stories and prayers of Jesus?**  B1. Ask and respond to questions about what Christian communities do to put Jesus’ teaching into action – e.g. pray, run food banks, celebrate Easter. | **Y2A: A world of festivals. How and why do we celebrate special times?**  B1. Ask and respond to questions about what communities do to celebrate, and why.  **Y2B: What does Easter mean to Christians? Symbols of the story?**  B1. Ask and respond to questions about what Christians do at Easter and why.  **Y2D: I Wonder... Questions that puzzle us.**  B1. Ask and respond to big questions about life. | **Y3B: Why are holy books important?**  B1. Observe, understand, explain, with reasons, examples of religious uses of scriptures.  **Y3D: Jesus: Why do some people think he is inspirational?**  B1. Observe and give accounts of examples of the impact of Jesus’ life and teaching on Christians | **Y4A: What is it like to be a Hindu?**  B1. Observe, understand, explain, with reasons, examples of Hindu celebration and worship.  **Y4B: Muslim Ways of Living: Keeping 5 Pillars**  B1. Observe and account for Muslim devotion as seen in the 5 Pillars.  **Y4D: Finding reasons to care through religious stories.**  B1. Observe, understand, explain, with reasons, examples of religious action for kindness or justice. | **Y5A: Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?**  B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work.  **Y5B: Commitments and meanings- Hindu, Muslim, Christian, Non-religious.**  B1. Observe and understand examples of commitment from varied worldviews so that they can explain the meanings of the commitments to God, humanity, justice or similar values.  **Y5D: Muslims and Christians: Who is inspiring? Inspirational Founders and leaders.**  B1. Observe and understand varied examples of inspiring people from Islam and Christianity so that they can explain, with reasons, the significance of these great lives. | **Y6A: Exploring Key Leaders- Sikhs and Hindus.**  B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities.  **Y6B: What matters most? Christians and Humanists**  B1. Observe and understand examples of Humanist and Christian guidance or rules for living so that they can explain, with reason similarities and differences between these two worldviews.  **Y6C: What can we learn from religions about temptation?**  B1. Observe and understand varied examples of religious teaching and action about temptation. |
| **Express and Communicate:**  **B2.** Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. | Throughout units all of the EYFS units, children will begin to make personal reflections on how they feel towards stories and information they hear. They will begin to demonstrate an understanding and need for open conversations by engaging in circle time activities. | **Y1A: How do people celebrate? Baby, Wedding, Birthday.**  B2. Observe and recount different ways of expressing identity and belonging when a baby welcoming, or wedding ceremony is held.  **Y1C: What can we learn from stories and prayers of Jesus?**  B2. Observe and recount different ways of praying in Christianity.  **Y1D: Beginning to learn from Sikhs.**  B2. Observe and recount different ways of expressing identity and belonging, through the values of caring, sharing and devotion to God. | **Y2A: A world of festivals. How and why do we celebrate special times?**  B2. Notice and respond sensitively to some similarities between festivals in different religions.  **Y2B: What does Easter mean to Christians? Symbols of the story?**  B2. Observe and recount what the rituals and remembrances of Easter mean for Christians.  **Y2C: Beginning to learn about Islam.**  B2. Observe and recount different ways Muslims show they belong to their religion. | **Y3A: Holy Buildings and Sacred Spaces: Visiting Places of Worship**  B2. Understand the challenges of commitment to worship in a community.  **Y3C: Why do people make pilgrimages?**  B2. Understand the challenges of commitment to being a pilgrim.  **Y3D: Jesus: Why do some people think he is inspirational?**  B2. Understand the challenges of commitment to living as a follower of Jesus. | **Y4A: What is it like to be a Hindu?**  B2. Understand the challenges of commitment to a Hindu way of life.  **Y4B: Muslim Ways of Living: Keeping 5 Pillars**  B2. Understand the challenges of commitment to Allah and the Prophet Muhammad.  **Y4C: Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?**  B2. Understand the challenges of commitment to a religion and some ways this ‘lasts a lifetime’. | **Y5A: Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?**  B2. Understand the challenges of commitment to a community of faith or belief, and to humanity.  **Y5B: Commitments and meanings- Hindu, Muslim, Christian, Non-religious.**  B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.  **Y5C: Religions in the local community? What will make our town a more respectful place?**  B2. Understand the challenges of commitment to living well in ‘One Walsall’, even though we are different.  **Y5D: Muslims and Christians: Who is inspiring? Inspirational Founders and leaders.**  B2. Understand the challenges of commitment faced by inspiring leaders and by ‘ordinary’ believers. | **Y6A: Exploring Key Leaders- Sikhs and Hindus.**  B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.  **Y6B: What matters most? Christians and Humanists**  B2. Understand the challenges of commitment to a community.  **Y6C: What can we learn from religions about temptation?**  B2. Understand the challenges of commitment to living a good life and considering how the Muslim and Christian communities try to support believers in living good lives. |
| **Express and Communicate:**  **B3.** Appreciate and appraise varied dimensions of religion. | Throughout our children’s Early Years Education, children will explore different celebrations such as Chinese New Year, Diwali, Easter, Christmas etc where they will begin to talk about and recall stories from different communities. They will also complete work on being ‘good friends’ and promoting equality and diversity.  EYFS Topics: Special People, Special Times, Special Places, Special Stories, Being Special and Special World.  Children will show respect towards one another as they learn of similarities and differences between themselves and their peers. | **Y1B: How do we say thank you for the Earth? Cycles of the year: Creation, Harvest, Giving thanks.**  B3. Notice and respond sensitively to some similarities between religious teachings about creation and giving thanks. | **Y2D: I Wonder... Questions that puzzle us.**  B3. Notice and respond sensitively to some similarities between religions as they suggest answers to big questions. | **Y3A: Holy Buildings and Sacred Spaces: Visiting Places of Worship**  B3. Observe and consider similarities and differences between worship in different holy places.  **Y3B: Why are holy books important?**  B3. Observe and consider similarities and differences between different sacred texts.  **Y3C: Why do people make pilgrimages?**  B3. Observe and consider similarities and differences between pilgrimages in 2 or 3 religions. | **Y4C: Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?**  B3. Observe and consider similarities and differences between journeys of life in different religions.  **Y4D: Finding reasons to care through religious stories.**  B3. Observe and consider similarities and differences between ways of expressing care in different religious stories and practice. |  | **Y6C: What can we learn from religions about temptation?**  B3. Observe and consider some moral dimensions of religion, so that they can understand similarities and differences between Muslim and Christian worldviews.  **Y6D: How do we express spiritual ideas through the arts? Examples from Muslims, Sikhs and Christians.**  B3. Observe and consider expressive dimensions of religion, so that they can understand similarities and differences between the cultural expression, arts and architecture of 3 religions. |
| **Gain & deploy skills:**  **C1.** Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. |  | **Y1A: How do people celebrate? Baby, Wedding, Birthday.**  C1. Explore questions about belonging and express their own ideas.  **Y1B: How do we say thank you for the Earth? Cycles of the year: Creation, Harvest, Giving thanks.**  C1. Explore questions about how and why we care and express their own ideas using words, music, art or poetry.  **Y1C: What can we learn from stories and prayers of Jesus?**  C1. Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry.  **Y1D: Beginning to learn from Sikhs.**  C1. Explore questions about belonging, meaning and values from Sikh story, for themselves. | **Y2A: A world of festivals. How and why do we celebrate special times?**  C1. Explore questions about belonging and festivals, expressing their own ideas using words, music, art or poetry.  **Y2B: What does Easter mean to Christians? Symbols of the story?**  C1. Explore questions about what Easter means and express their own ideas using words, music, art or poetry.  **Y2C: Beginning to learn about Islam.**  C1. Explore questions about how Muslims find meaning in stories of the Prophet, expressing their own ideas.  **Y2D: I Wonder... Questions that puzzle us.**  C1. Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry. | **Y3A: Holy Buildings and Sacred Spaces: Visiting Places of Worship**  C1. Discuss their own and others’ views on questions about belonging to a faith community.  **Y3B: Why are holy books important?**  C1. Discuss their own and others’ views on questions about the meanings of sacred stories.  **Y3C: Why do people make pilgrimages?**  C1. Discuss their own and others’ views on questions about how being a pilgrim expresses belonging and commitment.  **Y3D: Jesus: Why do some people think he is inspirational?**  C1. Discuss their own and others’ views on questions about the meanings of Jesus’ teaching. | **Y4A: What is it like to be a Hindu?**  C1. Discuss their own and others’ views on questions about belonging to a religion, using detailed knowledge of Hindu examples.  **Y4B: Muslim Ways of Living: Keeping 5 Pillars**  C1. Discuss their own and others’ views on questions about belonging: what do Muslims like about being part of Islam?  **Y4C: Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?**  C1. Discuss their own and others’ views on questions about belonging and community, talking about their own ‘journey of life’. | **Y5C: Religions in the local community? What will make our town a more respectful place?**  C1. Discuss and present thoughtfully their own and others’ views on challenging questions about living together, applying ideas of their own thoughtfully in different forms including writing a speech and making an artwork.  **Y5B: Commitments and meanings- Hindu, Muslim, Christian, Non-religious.**  C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning and commitment.  **Y5D: Muslims and Christians: Who is inspiring? Inspirational Founders and leaders.**  C1. Discuss and present thoughtfully their own and others’ views on challenging questions about the ways some people inspire others applying ideas of their own thoughtfully in different forms such as reasoning, music, art and poetry. | **Y6A: Exploring Key Leaders- Sikhs and Hindus.**  C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community using ideas of their own.  **Y6B: What matters most? Christians and Humanists**  C1. Discuss and present thoughtfully their own and others’ views on challenging questions about right and wrong, applying ideas of their own thoughtfully.  **Y6D: How do we express spiritual ideas through the arts? Examples from Muslims, Sikhs and Christians.**  C1. Discuss and present thoughtfully their own and others’ views on varied cultural and spiritual expressions from the 3 religions, applying ideas of their own creatively in different forms including (e.g.) music, art and poetry. |
| **Gain & deploy skills:**  **C2.** Enquire into what enables different communities to live together respectfully for the wellbeing of all. | By looking at Special times, Special people, Special stories and Special places, children within EYFS will begin to grow and understanding of their local community and what they may find in it. They are given the opportunity to talk to their peers and friends and both acknowledge and accept everybody’s differences and beliefs. | **Y1D: Beginning to learn from Sikhs.**  C2. Respond to examples of co-operation from stories of the Gurus. | **Y2D: I Wonder... Questions that puzzle us.**  C2. Respond to examples of co-operation between religions. | **Y3A: Holy Buildings and Sacred Spaces: Visiting Places of Worship**  C2 Consider and apply ideas about respect for each other’s’ places of worship. |  | **Y5A: Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?**  C2. Consider and apply ideas about ways in which these two charities collaborate and share the task of seeking the wellbeing of all, responding thoughtfully to ideas about community, values, and respect.  **Y5C: Religions in the local community? What will make our town a more respectful place?**  C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. | **Y6B: What matters most? Christians and Humanists**  C2. Consider and apply ideas about ways in which Christians and Humanists can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.  **Y6C: What can we learn from religions about temptation?**  C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about temptation and values.  **Y6D: How do we express spiritual ideas through the arts? Examples from Muslims, Sikhs and Christians.**  C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community and expressions of belief. |
| **Gain & deploy skills:**  **C3.** Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives. |  | **Y1D: Beginning to learn from Sikhs.**  C3. Find out about questions of right and wrong and begin to express their own opinions.  **Y1B: How do we say thank you for the Earth? Cycles of the year: Creation, Harvest, Giving thanks.**  C3. Find out about questions of right and wrong and begin to express their own opinions about how we can show we care for animals, people and the Earth. | **Y2C: Beginning to learn about Islam.**  C3. Find out about Muslim ideas about questions of right and wrong and begin to express their own opinions e.g on kindness to animals and to other people. | **Y3B: Why are holy books important?**  C3. Discuss and apply their own and others’ ideas about ethical questions and holy texts’ teachings about goodness.  **Y3D: Jesus: Why do some people think he is inspirational?**  C3. Discuss and apply their own and others’ ideas about ethical questions in Jesus’ teaching. | **Y4A: What is it like to be a Hindu?**  C3. Discuss and apply their own and others’ ideas about Hindu views of some ethical questions.  **Y4B: Muslim Ways of Living: Keeping 5 Pillars**  C3. Discuss and apply their own and others’ ideas about ethical questions to do with giving money away, following God, self-discipline and related ideas from Islam.  **Y4D: Finding reasons to care through religious stories.**  C3. Discuss and apply their own and others’ ideas about ethical questions to do with caring: why should we care? How can we show it? What difference does it make to be kind? | **Y5A: Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?**  C3. Discuss and apply their own and others’ ideas about how we can reduce poverty in our world through kindness and co-operation.  **Y5B: Commitments and meanings- Hindu, Muslim, Christian, Non-religious.**  C3. Discuss and apply their own and others’ ideas about being committed to our values and beliefs.  **Y5C: Religions in the local community? What will make our town a more respectful place?**  C3. Discuss and apply their own and others’ ideas about what is just and fair in a mixed community like Walsall.  **Y5D: Muslims and Christians: Who is inspiring? Inspirational Founders and leaders.**  C3. Discuss and apply their own and others’ ideas about ideas about what is inspiring, using ideas like justice, equality, kindness and love. | **Y6A: Exploring Key Leaders- Sikhs and Hindus.**  C3. Discuss and apply their own and others’ ideas about the leadership and values of inspirational figures.  **Y6B: What matters most? Christians and Humanists**  C3. Discuss and apply their own and others’ ideas about what is right and wrong and what is just and fair and express their own ideas clearly in response.  **Y6C: What can we learn from religions about temptation?**  C3. Discuss and apply their own and others’ ideas about ethical questions, including questions about temptation and making good choices and expressing their own ideas clearly in response. |