



Religious Education Skills and Knowledge Progression

This RE progression map follows the NC requirement of promoting the spiritual, moral, cultural and social development of pupils within a broad and balanced curriculum. The teaching strands are based on the LA Local Agreed Syllabus (which has been adapted from the Hampshire Syllabus) and the related aspects in the EYFS 7 Areas of Learning.		
Year group/Expected level		
Nursery	Develop positive attitudes about the differences between people. (UW)	
Reception	- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (CL) - Understand that some places are special to members of the community. (UW) - Recognise that people have different beliefs and celebrate special times in different ways. (UW) - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UW) - Recount narratives and stories with peers and their teachers. (EAD)	
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: Communication and Language (CL) - Listening, Attention and Understanding - Speaking Personal, Social and Emotional Development (PSED) - Self-Regulation - Managing Self - Building Relationships	Physical Development (PE) - Gross Motor Skills - Fine Motor Skills Literacy (L) - Comprehension - Word Reading - Writing Mathematics (M) - Number - Numerical Patterns	Understanding The World (UW) - Past and Present - People, Culture and Communities - The Natural World Expressive Art and Design (EAD) - Creating with Materials - Being Imaginative and Expressive
Key Vocabulary: Same, different, listening, story, celebration	End of sequence question: What is your favourite celebration?	

Year group/Expected level	RE knowledge to be taught	Enquiry skills	Communicate Apply
Year 1 For further guidance and detailed knowledge to be covered please refer to the Knowledge Organisers	<u>Autumn 1</u> Christianity – Significant Person - What makes someone special? - Who is Jesus? – Baptism - Story - Paralysed Man <u>Autumn 2</u> Christianity- Journey - Mary and Joseph’s journey to Bethlehem - Birth of Baby Jesus - Three Kings Shepherds <u>Spring 1</u> Judaism- Special - Say how special days are celebrated. - Identify special days we experienced. - Know what special means to the Jewish community. - Identify the features of Shabbat and Yom Kippur. <u>Spring 2</u> Christianity- Sadness to happiness - To explore the different ways to express ‘happiness’ and ‘sadness’. - To look at different things which make people happy then sad. - To retell and suggest meaning to the Easter Story - To identify parts of the story which show happiness or sadness. - To know ways Easter is celebrated.	- What makes a person special? Pupils contribute ideas - Why are journeys important? - Can you describe an important journey you have made? - Understanding the concept of a special time. - Relate to own religious and non-religious experiences. - To use specific vocabulary in connection with the Easter story - To learn the significance of key symbols in the Easter story.	- Who is special to us? - Begin to understand that some people are special in our lives. - How do you think Joseph and Mary felt when there was no room in the Inn? - Why is Jesus being the focus of the journey’s end - Making links to other religions they know. - Talk about what is important to them and other people. - To talk about their own responses to their experiences of being sad or happy.

	<u>Summer 1</u> Hinduism- Place of Worship - What is a special building? Who is it special for? - What do people do in religious buildings? - Recognise the features of a Hindu temple <u>Summer 2</u> Islam- Celebration - To identify celebrations, we have experienced. - To compare religious/non-religious celebrations - To know a religious celebration - To retell and suggest meaning to the story ‘Eid Ul Fitr’.	- What is the importance of showing tolerance and respect for others beliefs? - To use specific vocabulary to identify features of a Hindu Temple - To explore the word ‘celebration’. - To understand how some Muslims, celebrate Eid.	- To discuss the similarities between different places of worship - To talk about their own responses to their experiences of celebrating. - To identify and talk about key concepts explored that are common to all people.
Key Vocabulary Aut 1- paralysed, special, baptism, Jesus, followers, Christianity, Religion Aut 2- Christmas, gold, Bethlehem, Myrrh, frankincense, manger, Star of the East Spr 1- Jewish, Sabbath, community, religious celebration, challah bread, kippa, Day of rest, God, Judaism Spr 2- Easter, Cross, tomb, Good Friday, Easter Sunday, resurrection, Church Sum1- Temple, Mandir, statue, bell, Hindi, Hinduism, worship, pray, features, Ganesh, Gods Sum 2- Eid, Allah, Mohamed, Fasting, Ramadan, moon, special occasion	Progression of RE analytical and enquiry skills (Year 1) Communicate: Express creatively their response to their own experience of the concepts/words expressed Apply: Recognise their responses relate to events in their own lives. Contextualise: Recognise what they been taught about the concept and how they are used in the tradition studied. Evaluate: In simple terms pupils recognise something of the value of those concepts in the lives of those living in the tradition studied as well as their own lives and communities.	End of sequence question/s Aut1- Why do Christians think Jesus is special? What makes someone special? Aut2 – What is interesting or puzzling about the Christmas Story? How was the birth of Jesus celebrated? Spr1- What is a special day? Do we all have the same special day? Spr2- What are the key events in the Easter Story? Why is Easter celebrated? Sum1- What are the key features of a Hindu temple? Are all Hindu Temples the same? Sum2- Why is Eid celebrated? What do you celebrate?	

Year group/Expected level	RE knowledge to be taught	Enquiry skills	Communicate and Apply
Year 2 For further guidance and detailed knowledge to be covered please refer to the Knowledge Organisers	<u>Autumn 1</u> Christianity and Judaism- Belief - Know when people think about God. - Know what Jews think about God. - Know what Christians think about God. <u>Autumn 2</u> Judaism- Celebration - To explain the religious celebration of Rosh Hashanah - To know and understands the importance of why some Jews celebrate Rosh Hashanah <u>Spring 1</u> Hinduism- Worship (Building on from Year 1 Sum 1) - To understand what worship means - To know the significant features of a Hindu Temple. - To know how Hindu's worship at the temple. <u>Spring 2</u> Christianity- Belief (Building on from Year 1 Spr 2) - Recap Easter Story	- Explain what Jews and Christians think about God. - To compare different beliefs about God - To know which <i>celebrations</i> are important to us. - To know what the features of celebrations. - To identify simple examples of how <i>celebration</i> relates to their own and others' lives. - What is the difference between special and sacred? - What makes a place sacred? - Evaluate the concept of <i>belief</i> by describing in simple terms its importance to Christians in the Easter story	- Express our own ideas about God. - Give examples of when people may think about God and why. - To share their own ideas and experiences about celebrations. - To recognise how celebrations, affect others. - To make links to my own experiences. - To communicate what I know. - identify and talk about the concept of <i>belief</i>

	- Describe ways in which the concept of <i>belief</i> is expressed by Christians at Easter <u>Summer 1</u> Humanism- Life - What does the Golden Rule mean? - To know what Humanists believe about rules. <u>Summer 2</u> Change- Christianity (Link back to Year 1 Aut 1) - To recap the story 'Paralysed Man-. - Story – Blind Man - Know how Jesus changed people's lives through listening to stories he told.	- To make links with our own lives. - To identify our own golden rules. - What does change mean? - How did the changes affect the blind man and the paralysed man? - Know why change is important to some Christians.	- Identify simple examples of how <i>belief</i> relates to their own lives and those of others. - To share golden rule ideas and listen to others. - To discuss the importance to follow the golden rule. - Recognise change that has happened to them. - Understand the difference between changes in our lives to those of the paralysed and blind man. - Communicate their own experiences linked to change.
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Key Vocabulary	Progression of RE analytical and enquiry skills (Year 2)	End of sequence question/s
Aut 1- belief, Christianity, Judaism, Compare, God Aut 2- features, Rosh Hashanah, celebration, feast, new year, creation Spr 1- sacred, temple, Mandir, statue, bell, Hindi, Hinduism, worship, pray, features, Ganesh, Gods Spr 2- belief, Easter, Cross, tomb, Good Friday, Easter Sunday, resurrection, Church Sum1- Golden Rule, Humanist, tolerance, consideration, compassion, Happy Human Sum 2- paralysed, change, parable	Communicate: Express creatively their response to their own experience of the concepts/words expressed Apply: Recognise (in a different way to Year 1) how their responses relate to events in their own lives and sometimes lives of others. Contextualise: Simply describe what they been taught about the concept and how they are used in the tradition studied. Evaluate: In simple terms pupils can discern something of value of those concepts in the lives of those living in the tradition studied as well as their own lives and communities.	Aut1- What Does God mean to you? What do Jews and Christians think about God? Aut2 - What do we mean by celebration? What are the key features? Give an example of a religious celebration Spr1- What makes a place sacred? What might we mean by a 'sacred place'? Spr2- Do we all believe in the same thing? Why is Easter important to Christians? Sum1- What is a Golden Rule? What Golden Rule do the Humanists live by? Sum2- Some changes are good. Do you agree?

Year group/Expected level	RE knowledge to be taught	Enquiry skills	Communicate and Apply
Year 3 For further guidance and detailed knowledge to be covered please refer to the Knowledge Organisers	<u>Autumn 1</u> Christianity and Hinduism – Rituals - To identify the concept of ritual - To know the importance of John the Baptist for Christians - To know the importance of water rituals to Hindus - To describe the symbolism of water in different religions and how it is used <u>Autumn 2</u> Christianity – Authority - To know the different meanings of authority (Religion, Community, School) - To give a simple description about events in Jesus life which demonstrate His <i>authority</i> - To describe in simple terms, the importance of Jesus' <i>authority</i> to Christians <u>Spring 1</u> Hinduism and Christianity – Creation - To understand the concept of creation - To know the Christian and Hindu creation stories - To explain why Christians and Hindus value these stories	- To identify and talk about the concept of ritual - To know who has authority in our lives - To make links between beliefs, stories and practices - To identify the impacts of beliefs and practices on people's lives	- To describe in simple terms their own water rituals - To identify simple examples of how their response to water rituals relates to their own lives. - To give examples of water rituals from different religions - To describe in simple terms, the meaning of the concept <i>authority</i> - To identify simple examples of ways in which people with <i>authority</i> affect theirs and others' lives - To know when to take responsibility for our own actions - To describe their response to concept of creation - To give examples of how their response to creation relates to their own and others' lives - To identify similarities and differences between religions and beliefs

Sum1- Torah, scroll, Moses, Hebrew, scriptures, commandments Sum 2- creation, Adam, Eve, Message, universe, God, Gods	Enquire: They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Contextualise: They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. Evaluate: They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.	Spr2- What is peace in respect to Buddhism? How do people show peace? Sum1- Why is authority important in Judaism? Is authority important in the world we live in? Sum2- Can you describe what people mean by stories with messages?
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Year 4 For further guidance and detailed knowledge to be covered please refer to the Knowledge Organisers	<u>Autumn 1</u> Abrahamic Religions - Creation – Building on from Year 3 - Revisit the definition of creation - To recap the Christian creation story - To know the Islamic creation story - To Know the Judaism creation story - To explain why Christians, Muslims and Jews value these stories - To compare the differences and similarities between the Abrahamic religions <u>Autumn 2</u> Hinduism- Good and evil - To understand the concepts of <i>good</i> and <i>evil</i>. - To know the ways in which Hindus remember <i>good</i> and <i>evil</i> in the story and celebrations of Holi. - To understand the value of the ways in which good over evil is celebrated.	- To explore the different beliefs about creation - To explore the value of the ways in which good over evil is celebrated and identify an issue raised.	- To describe how different cultures and religions express their ideas about creation - To describe their own response to creation - To describe examples of how their and others' responses to creation affect their lives. - To describe their responses to the concepts of <i>good</i> and <i>evil</i>. - To apply the concept of good and evil to experiences in life and media. - To describe incidents in their own and others' lives where good comes out of evil.

	<u>Spring 1</u> Sikhism- Wisdom - To know what is meant by wisdom. - To know how the Sikh Gurus, show wisdom.	- To explore the concept of wisdom. - To understand the value of Gurus' wisdom to Sikhs.	- To describe their response to wisdom in their experience. - To describe examples of how their response to wisdom relates to their own and others' lives
	<u>Spring 2-</u> Ritual – Building on from Year 1 & 3 Christianity – Ritual - Revisit the definition of ritual - Recap Easter Story - To know how Christians, use the Paschal Candle in a <i>ritual</i> to remember the resurrection of Jesus - To know the importance of the <i>ritual</i> by describing the value of the ritual to Christians.	- To explore the meaning of the concept of <i>ritual</i> - To explore the reasons why Christians, use a candle as part of their Easter ritual	- To describe their own responses to <i>rituals</i> in their own experience - To describe the importance of the lighting of the Paschal Candle to Christians
	<u>Summer 1</u> Judaism- Identity - To understand the concept of identity - To understand how Jewish identity is expressed through the use of the Mezuzah and the Shema	- To explore the meaning of the concept of identity and what it means to various people	- To describe their own response to the meaning of identity in their own lives
	<u>Summer 2</u> Islam- Belonging - To understand the concept of what <i>belonging</i> means. - To understand what belonging means to communities or believers - To understand what belonging means to Muslims.	- To identify simple examples of how <i>belonging</i> can be applied in their own and others' lives. - . To explore what belonging means to other faiths	- To describe what belonging means to them and the value and importance of it.

Key Vocabulary (Building on previous Year Group Vocabulary) Aut 1- empathy, reflection, curiosity, open mindless, wonder, appreciation, diversity Aut2- Evil, Good, Holi, Hinduism, positive behaviour, negative behaviour, Prahlad, Holika, actions, consequences Spr1 – Wisdom, wise, knowledgeable, Guru, teacher, learner, Sikhs, disciples Spr2- routine, paschal candle, tradition, symbolizing Sum1- identity, self, Mezuzah, Shema, characteristics, recognition, perceived Sum2- community, religious community, believer, faiths, value, Muslims, experiences, friendships	Progression of RE analytical and enquiry skills (Year 3 and 4) Communicate: Pupils can describe their own responses to the human experience of the concepts studied. Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. Enquire They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Contextualise They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. Evaluate They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.	End of sequence question/s Aut 1 - How does creation affect our lives? Can you retell one of the creation stories? Aut 2- What festivals or celebrations have significant meaning? What can we learn from the celebration of Holi? Spr 1- Is knowledge the same as wisdom? How do Sikh Gurus show wisdom? Spr 2 – What is a ritual? What significance is light to Christians? Sum 1- What makes a persons’ identity? How do the Mezuzah and Shema help a Jewish sense of identity? Sum 2- What does it mean to belong? How do we show belonging?
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Year 5 For further guidance and detailed knowledge to be covered please refer to the Knowledge Organisers	<u>Autumn 1</u> Christianity and Islam - Places of worship - To look at the different sacred places across the world including at the structure of churches and mosques - To compare the features of a mosque and a churches - To look at the different features of a mosque and Church (internal and external) <u>Autumn 2</u> Christianity – Interpretation - To explain the meaning of the word <i>interpretation</i> - To recognise that believers from different religions, have a various perception of God according to their beliefs - To explain why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible	- To explore and explain the meaning of the word sacred/sacred building. - To distinguish between the features of the mosques and the churches - To explore whether a church or a mosque without those features would have the same sacredness - To discuss the value of the two <i>interpretations</i> for Christians and discuss any questions raised. - To research the effect of interpretation	- To define the various features of a church/mosque (internal and external) - To explain a personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience - To explain how their ideas about <i>interpretation</i> may affect their experiences and others' experiences.

	<u>Spring 1</u> Christianity - Law Breaker (building on from prior knowledge Year 1, 3 and 5) - To explain what is meant by laws and how they compare with rights and rules. - To explain how Jesus' attitude to the Law is significant within the Easter story. <u>Spring 2</u> Christianity Symbol - Easter the empty cross - To know the meaning of <i>symbol</i> - To understand the importance of the symbol by describing its value to Christians and by identifying and describing an issue raised <u>Summer 1</u> (Islam- Hajj) Rites of passage - To understand what is meant by rites of passage - To understand how important events are marked in religion by rites of passage - To know the meaning of the Muslim naming ceremony and the Hajj	- To explaining the value of Jesus' attitude to laws and wider issues about laws - To discuss the difference between symbols and symbolism - To describe the symbolism associated with the how the empty cross and the resurrection - To evaluate the importance of the symbol by describing its value to Christians and by identifying the questions it raised - To explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives. - Pupils can evaluate, by explaining, the importance and relevance of rites of passage to believers	- To explain a personal response to the concept of laws and law-breaking - To explain the concept of laws to their own and others' lives. - How are symbols used in our everyday life? - To talk about how symbols used affect theirs and others' lives. - To express a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far.
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	Summer 2 Humanist Life – The Golden Rule (Building on from Year 2) - To recap the understanding of the concept of the Golden Rule - To explore Humanists might use the concept in their own lives.	- Explain why it is/is not important for Humanists to use the concept.	- To explain if the concept of the Golden Rule is important to you or not. - To explain their own Golden Rules for their lives. - To explain the use of their own Golden Rule in different situations.
Key Vocabulary (Building on previous Year Group Vocabulary) Aut1- structure, worship, holy, internal features, external features, architecture Aut2- Research, interpretation, old testament, new testament, bible Spr 1- Law, law abiding, lawful, persecution, rule Spr 2- symbol, symbolism, symbols in society, significance Sum1 – Rites of passage, Hajj, ceremony, journey, ritual Sum2- Golden Rule, Humanist, tolerance, consideration, compassion happy human	Progression of RE analytical and enquiry skills (Year 5 & 6) Communicate Pupils respond creatively as well as begin to explain their response to their own experience of the concepts introduced. Apply: Explain some examples of how their response to their own and other people’s experiences Enquire Accurately explain the meaning of words in the tradition studied. Contextualise Accurately explain the way the concepts encountered or studied impact the lives of those in the tradition studied. Evaluate: Discern the value of these concepts in the lives of those living in the tradition encountered or studied, as well as recognising some of the issuers raised. Discern possible value in the concepts for their own lives and communities (not only assessed from summative assessment)	End of sequence question/s Aut 1- What makes a sacred place? Are all sacred places religious? Aut 2- Are there two sides to every story? Why might there be 2 sides to a story? Spr 1 - Some Laws can be broken. Agree or disagree Spr 2- Think of a symbol which is significant to your life. What symbols show belonging? Sum1- Why are rites of passage important to people? Sum2- Should rules be broken? What common morals do most people of faith and non-faith share?	

Year group/Expected level	RE knowledge to be taught	Enquiry skills	Communicate and Apply
Year 6 For further guidance and detailed knowledge to be covered please refer to the Knowledge Organisers	<u>Autumn 1</u> Christianity (Worship) - To know and explain how Christians and Muslims worship. - To identify places of religious worship and key features within the building <u>Autumn 2</u> Christianity - Angels - To know the birth story of Jesus - To know the names of the angels in the birth/death of Jesus - To know how angel <i>images</i> are used in the stories of the birth/death of Jesus. <u>Spring 1</u> Christianity and Islam – Power - To explain how God's <i>power</i> is significant for Christians and Muslims. - To compare stories from the bible and Quran. - To identify and discuss which power God has in both world religions.	- To explore and explain the meaning of the word worship. - To understand the concept of worship within religious practice - To explain the meaning of <i>image and imaginary</i> - To identify and discuss stereotypes/significance within images. – Religious and non-religious - To define the word 'power'. - To share what the word power mean for different people and establishments. - To explain the significance of believers' interpretations of God's <i>power</i>. - To express a personal response to the concept of rites of passage	- To describe how worship affects their lives and the lives of others - To understand and reflect on the importance of worship - To evaluate the importance of <i>imagery</i> by explaining the value to Christians - To explain examples of how their responses to imagery can be applied to their and others' lives. - To explain their own personal response to the concept of <i>power</i>. - To explain how <i>power</i> affects their own and other people's lives.

	<u>Spring 2</u> Buddhism/Humanist - Rites of passage - To know what rites of passage are and how they mark important points along the journey of life - To know the view of Humanists way of life (Recap from Year 2 and 5) - To understand what rites of passage Buddhists have (build on from Year 3) - To understand and describe the Thai Buddhist ceremony of Tham Kwan Nak and explain its meaning	- To explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives	- To evaluate, by explaining, the importance and relevance of rites of passage to believers.
	<u>Summer 1</u> Sikhism - Service (Sewa) - To know how service is shown in the Sikh religion - To give examples and explain their significance - To give reasons why service is significant in the faith	- To explain the concept of service - To give examples how service is applied in their own live and that of other	- To evaluate the concept of service by explaining its value. - To explain their own response to service
	<u>Summer 2</u> Islam/ All religions studied – Ritual - To explain the significance of ritual during wudu to Muslims - To explain Eid-ul-Udha for Muslims. (Follow on from Year 1)	- To know the meaning of rituals and give examples (previous learning) - To understand the concept of ritual by explaining the value to Muslims - To identify and explaining situations or issues that may arise in rituals for Muslims	- To explain a personal response to ritual in their own experience - To give examples of how their responses and ideas affect the way they behave in the rituals they and others participate in

Key Vocabulary (Building on previous Year Group Vocabulary) Aut1- Build on from previous teachings of religious buildings- worship, symbolic, value, religious, non-religious, features Aut2- angles, perception, stereotypes, image, reflection, religious, non-religious Spr 1- power, conflict, agreement, leaders, surah, testaments, founders of the faith, religious teachings. The trinity, the merciful, shahaadah Spr 2- ceremony, death, birth, Eight-fold path, Jatakarma, Buddhist, Golden Rule, Big idea, passage, journey wordle Sum1 – seva, community, selfless, personal gain, Waheguru, Gurmukh, sangat, kangar Sum2- Five pillars, Islam, Wudu, declaration, All mighty, practical, spiritual, symbol, ablution	Progression of RE analytical and enquiry skills (Year 5 & 6) Communicate: Pupils respond creatively as well as begin to explain their response to their own experience of the concepts introduced. Apply: Explain some examples of how their response to their own and other people’s experiences Enquire Accurately explain the meaning of words in the tradition studied. Contextualise Accurately explain the way the concepts encountered or studied impact the lives of those in the tradition studied. Evaluate: Discern the value of these concepts in the lives of those living in the tradition encountered or studied, as well as recognising some of the issues raised. Discern possible value in the concepts for their own lives and communities (not only assessed from summative assessment)	End of sequence question/s End of sequence question/s Aut 1- What does worship mean? Does worship mean the same for everybody? Aut 2- How are angels perceived by people or religion? In which religious stories do angels appear? Spr 1 - Power makes you unbeatable. True or false What is power? Spr 2- How are rites of passage significant to a person? Why are rites of passage important to people? Sum1- What is service? What services do we use? Sum2- What does it mean to be a Muslim today? Would this change in 50 years?