



RE Skills and Knowledge Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions Explored	Christianity Touch on Islam and Judaism	Christianity, Judaism, Non-religious	Christianity, Islam, Non-religious	Christianity, Islam, Judaism, Non-religious	Christianity, Hinduism, Non-religious	Christianity, Islam, Judaism, Non-religious	Christianity, Hinduism, Non-religious
Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts.	Retell and talk about religious stories Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell stories, talking about what they say about the world, God, human beings Recognise and retell stories connected with celebration of Easter and say why this is a special time for Christians	Identify what a parable is Tell the story of the Lost Son from the Bible and recognise the idea of God as a father Retell the story of creation from Genesis 1:1-2-3 and identify this in a Bible Recognise that 'Creation' is the beginning of the 'big story' of the Bible Recognise the words of the Shema as a Jewish prayer	Recognise the Shahadah and the importance of this to Muslims Recognise some of the 99 names of Allah and give descriptions of some Give examples of how stories about the Prophet show what Muslims believe about Muhammed Recognise that stories of Jesus' life come from the Gospels and find these in a Bible Give a clear, simple account of the story of Jesus' birth and why Jesus	Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Make links between the story of Noah and the idea of covenant Identify some beliefs about God in Islam expressed in Surah 1	Identify some Hindu deities and say how they help Hindus describe God Make links between some stories (Ganesh, Diwali) and what Hindus believe about God Recall what a 'Gospel' is and give examples of the stories it contains. Locate these in the Bible Offer suggestions about what texts about baptism and Trinity mean Identify the terms Sanatan, Dharma and Hinduism and	Identify some different types of biblical texts, using technical terms correctly Explain connections between biblical texts and Christian ideas of God Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts and identify features of Gospel texts Suggest meanings of Gospel texts and compare their own ideas	Identify what type of text some Christians say Genesis 1 is and its purpose Suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about



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	<p>Begin to recognise that for Christians, Muslims and Jews, special things are linked to beliefs about God</p> <p>Identify a sacred text e.g., Bible, Torah</p>	<p>Retell some stories in Jewish celebrations (Chanukah) and give examples of how these are used in celebrations to remind Jews about what God is like</p> <p>Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>	<p>is important to Christians</p> <p>Recognise that Incarnation and Salvation are part of a 'Big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible</p> <p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>Understand what Bible texts mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p> <p>Identify at least three objects used</p>	<p>Make links between beliefs about God and ibadah</p> <p>Identify some Jewish beliefs about God, sin, and forgiveness</p> <p>Make links between the story of Exodus and Jewish beliefs about God</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teachings of Jesus and find these in a Bible</p> <p>Make links between the calling of the first disciples and how Christians today try to follow Jesus</p> <p>Identify some beliefs about why the world is not</p>	<p>say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life'</p> <p>Recognise 'Salvation', and that Christians believe Jesus came to save or 'rescue' people</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Make links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth</p>	<p>with ways in which Christians interpret biblical texts</p> <p>Explain connections between biblical texts, Incarnation and Messiah</p> <p>Identify and explain Muslim beliefs about God, the Prophet, and the Holy Qur'an</p> <p>Describe ways in which Muslim sources of authority guide Muslim living</p> <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish</p>	<p>God and give examples of reasons why people do or do not believe</p> <p>Identify and explain Hindu beliefs</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs</p> <p>Outline the 'big story' of the Bible, explaining Incarnation and Salvation</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Explain connections between biblical texts and the</p>
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			<p>in worship in two religions</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs to a place of worship</p>	<p>always a good place</p> <p>Make links between religious beliefs and teachings and why people try to love and make the world a better place</p>	<p>Give examples of what Pentecost means to some Christians now</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p>	<p>people interpret them</p> <p>Identify and explain beliefs about why people are good and bad</p> <p>Make links with sources of authority that tell people how to be good</p>	<p>concept of the kingdom of God</p> <p>Consider different possible meanings for the biblical texts, showing awareness of different interpretations</p> <p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing similarities and differences</p>
<p>Understanding the impact Examining how and why people put their beliefs into</p>	<p>Recall what happens when a baby is welcomed to a</p>	<p>Give at least two examples of a way in which Christians show</p>	<p>Give examples of how Muslims use the Shahadah</p>	<p>Describe what Christians do because they</p>	<p>Make simple links between beliefs about God and how Hindus live</p>	<p>Make connections between Bible texts and what</p>	<p>Make connections between Genesis 1 and Christian</p>



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<p>practice in diverse ways and within everyday lives.</p>	<p>family and recall simply what happens at a Christian infant baptism</p> <p>Recall what happens at traditional Christian festival (Christmas)</p> <p>Say how and when Christians like to thank their Creator</p> <p>Recognise some symbols Christians use during Holy week</p> <p>Talk about things that are special and valued in a place of worship</p>	<p>their belief in God</p> <p>Give an example of how Christians put their beliefs into practice in worship</p> <p>Give at least one example of what Christians do to say 'thank you' to God for Creation</p> <p>Give examples of how Jewish people celebrate special times (Shabbat, Sukkot, Chanukah)</p> <p>Give an example of how some Jewish people might remember God in different ways</p>	<p>Give examples of how Muslims use stories about the Prophet to guide their beliefs</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection</p> <p>Give two examples of ways Christians follow the teachings about forgiveness and peace</p> <p>Give two examples of how Christians put these beliefs into practice in the Church community e.g., charity</p>	<p>believe God is Creator</p> <p>Describe how and why Christians might pray to God and ask for forgiveness</p> <p>Make simple links between promises in the story of Noah and the promises that Christians make at a wedding ceremony</p> <p>Give examples of ibadah in Islam and describe what they involve</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship</p> <p>Make simple links between Jewish beliefs about God</p>	<p>Identify some different ways in which Hindus worship</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer)</p> <p>Describe how Hindus show their faith within their families in Britain today (home <i>puja</i>) and their faith communities (<i>arti</i> and <i>bhajans</i> at the <i>mandir</i>) and identify how this is different to Hindus in parts of India</p> <p>Make links between the Gospel accounts and how</p>	<p>Christians believe about God</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>Make connections between Muslim beliefs and <i>ibadah</i></p> <p>Make connections between Jewish beliefs about the Torah and how they use and treat it</p>	<p>belief about God as Creator</p> <p>Show understanding of why many Christians find science and faith go together</p> <p>Make connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like</p> <p>Make connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and</p>
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		<p>(Mezuzah on Shabbat)</p> <p>Give an account of what happens at a traditional Christian and Jewish welcome ceremony, looking at symbols</p> <p>Identify at least two ways people show love for each other and belong to each other when they get married (Christians, Jews)</p> <p>Give examples of how Christians and Jews can show care for the natural earth and why they might look after this</p>	<p>Give examples of stories, objects, symbols, and actions used in churches and mosques which show what people believe</p> <p>Give simple examples of how people worship at a church and mosque</p> <p>Talk about why some people like to belong to a sacred building or community</p>	<p>and his people and how Jews live</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Give examples of how Christians try to show love for all</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place</p> <p>Identify some differences in how people put their beliefs into action</p>	<p>Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Make links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Describe what happens in ceremonies of commitment (baptism, marriage) and</p>	<p>Make connections between Jewish commandments and how Jews live</p> <p>Make connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community</p> <p>Make connections between Christian and Humanist ideas about being good and how people live</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><i>moksha</i> and ways in which Hindus live</p> <p>Connect the four aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i> and <i>moksha</i></p> <p>Make connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Make connections between belief in the kingdom of God and how</p>
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					<p>say what these rituals mean</p> <p>Make links between beliefs about love and commitment and how people in at least two religious traditions live</p> <p>Identify some differences in how people celebrate commitment</p>		<p>Christians put their beliefs into practice</p> <p>Make connections between what people believe about God and how they respond to challenges (bereavement)</p>
<p>Making connections Evaluating, reflecting on and connecting the beliefs and practices studied.</p>	<p>Share and record occasions when things have happened in their lives that make them feel special</p> <p>Talk about people who are special to them and say what makes their family and friends special to them</p>	<p>Think, talk, and ask questions about whether they can learn anything from the story for themselves, exploring different things</p> <p>Give a reason for the ideas they have and the connections they make between Jewish/Christian</p>	<p>Think, talk about, and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration, and self-control</p> <p>Think, talk and ask questions about Christmas for people who are</p>	<p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians</p> <p>Make links between the story of Noah and how we live in school and the wider world</p> <p>Raise questions about the value of</p>	<p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today</p> <p>Make links between some Bible texts studied and the idea of God in Christianity</p>	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today</p> <p>Weigh up how far the idea of Jesus as the 'Messiah' – a saviour from God – is important in the world today and what difference it</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict/complimentary with a scientific account</p> <p>Reflect on some ways in which</p>



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	<p>Think about the wonders of the natural world, expressing ideas and feelings</p>	<p>Creation story and the world they live in</p> <p>Talk about what they think is good about reflecting, thanking, praising, and remembering for Jewish people</p> <p>Talk about what they think is good about being in a community</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world</p>	<p>Christians and for people who are not</p> <p>Decide what they personally are thankful for, giving reason for their ideas</p> <p>Think, talk, and ask questions about whether the story of Easter only has something to say to Christians</p> <p>Think, talk, and ask questions about whether Jesus' good news is only good news for Christians, or if there are things everyone can learn</p> <p>Think, talk, and ask questions about what happens in a church or mosque</p>	<p>submission and self-control to Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony</p> <p>Raise questions about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today</p>	<p>Raise questions and answers about what is good about being a Hindu in Britain today</p> <p>Raise questions and suggest answers about why Christians call the day Jesus died 'Good Friday'</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p>	<p>makes in people's lives</p> <p>Make connections between Muslim beliefs studied and Muslim ways of loving in Britain/Leicestershire today</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today</p> <p>Make connections between Jewish beliefs and explain how and why they are important to Jews today</p> <p>Make connections between Christian teachings and the issues and</p>	<p>believing in God is valuable in the lives of believers and ways it can be challenging</p> <p>Consider different views on theism, agnosticism, and atheism, expressing insights of their own</p> <p>Make connections between Hindu beliefs and explain why they are important to Hindus</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Relate the Christian 'kingdom of God' model to issues, problems, and</p>
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			<p>Talk about what makes some places special to people, and what the different is between religious and non-religious special places</p>	<p>Raise questions about why the world is not always a good place</p> <p>Make links between some commands for living from religious tradition</p>	<p>Give reasons why they think ceremonies of commitment are or are not valuable today</p>	<p>problems in the world today</p> <p>Make connections between the values studied and their own lives, and their importance in the world today</p>	<p>opportunities in the world today</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p>
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