

Religious Education

Vision

Learning about religions and beliefs helps children develop empathy, tolerance and respect for others in our diverse society. It gives children the opportunity to debate the big questions faced by human beings and helps them realise that we all have so much in common with each other.

Knowledge and Skills Progression

Early Years Foundation Stage: The progression in RE skills starts in the EYFS as Personal Social & Emotional Development, Understanding the World- People, Culture & Communities with children talking about times that are special to them and their families. Children understand that people have different beliefs but recognise the similarities in the way people celebrate.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing and understanding	<p>Celebrations (Christmas, Easter, Eid, Chanukah)</p> <p>Sacred places (churches & mosques)- visit</p> <p>Understand simple ideas about Christian beliefs about God and Jesus</p> <p>Recount what happens in a baptism and wedding (Christian)</p> <p>Identify and name special objects and symbols (Christian and Muslim).</p>	<p>Understand simple ideas about Muslim beliefs about Allah</p> <p>Ramadan and Eid-ul-Fitr</p> <p>Re-tell the story of Prophet Muhammad</p> <p>What people might do during Shabbat</p> <p>How mezuzah in the home reminds Jewish people about God</p> <p>Recognise sacred texts (Bible and another faith)</p> <p>Recognise some objects and suggest why they are important (Muslim and Jewish)</p>	<p>Retell and suggest meanings of stories from sacred texts (Christian, Hindu, Muslim)</p> <p>Describe some of the ways Christians, Hindus and Muslims describe God.</p> <p>Recall and make connections between Bible stories and what Christians believe (e.g. creation, the Fall and salvation)</p> <p>Describe the practise of prayer (what? when? Why?) (Christian, Hindu, Muslim)</p> <p>Describe how Hindus show their faith</p>	<p>Make connections between some of Jesus' teaching and the way Christians live.</p> <p>Holy Week and Easter (key terms: gospel, incarnation, salvation).</p> <p>Identify milestones (e.g. baptism or bar mitzvah)</p> <p>Describe what happens in Christian, Hindu and Jewish ceremonies of commitment.</p> <p>Describe how hymns express Christian's faith.</p>	<p>Use examples to outline what Christians understand God is like.</p> <p>Outline Jesus' teaching on how his followers should live.</p> <p>Make connections between places of worship and traditions.</p> <p>Make connections between Muslim practise of the Five Pillars and their beliefs about God and Muhammad.</p> <p>Describe forms of guidance Muslims use.</p>	<p>Outline Christian, Hindu and non-religious beliefs about life after death.</p> <p>Describe and make connections between examples of religious creativity (buildings & art)</p> <p>Describe what Christians mean about humans being made I the image of God.</p> <p>Describe Christians and Humanist values simply.</p> <p>Make connections between belief and behaviour in different religions.</p>

			through puja, aarti and bhajans.	Describe how Hindus show their faith through beliefs about aims and duties in life.	Make connections between the functions of a mosque and the belief of Muslims.	Compare ahisma, grace and Ummah in different religions.
Expressing	<p>Ask questions about believing in God and offer ideas of their own.</p> <p>Talk how stories show what people believe (Christmas/Easter).</p>	<p>Notice and respond to similarities and differences in religions and worldviews.</p> <p>Ask and answer questions about stories.</p>	<p>Identify beliefs about God Christians, Hindus and Muslims.</p> <p>Suggest why having a faith can be hard.</p> <p>Identify similarities and differences in ideas about God (including prayer).</p> <p>Identify how Christians use the Bible today.</p> <p>Describe how prayer can be a comfort.</p>	<p>Suggest reasons why marking milestones are important to Christians, Hindus and Jewish people.</p> <p>Describe reasons why being a Christian/Hindu in Britain today can be good and hard.</p> <p>Give examples where religion could help believers make a difficult decision</p> <p>Inspirational religious people</p>	<p>Express ideas and examples the impact of believing in God or not.</p> <p>Explain the impact of Jesus' teaching on Christians today.</p> <p>Select important functions of place of worship. Give examples of how places of worship support at difficult times.</p> <p>Describe the significance of the Qur'an.</p>	<p>Express ideas about how and why religion can help believers when times are hard.</p> <p>Compare beliefs about life after death. Explain reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Suggest why some believers see generosity and charity as more important that building & art.</p>
Living	<p>Find and respond to examples of co-operation between people who are different.</p>	<p>Discuss right and wrong arising in stories</p> <p>Identify ways some people respond to God by caring for others.</p> <p>Use creative ways to express own ideas about the creation story and what God is like</p>	<p>Suggest some of their own responses to ideas about God.</p> <p>Discuss why humans do bad things and how people try to put things right.</p> <p>Discuss what it is like to be a Christian/Hindu in Britain today.</p>	<p>Make links between how believers show commitment and own ideas about community and belonging.</p> <p>Discuss how different beliefs help others.</p> <p>Discuss ideas about right and wrong,</p>	<p>Present different views on why people believe or don't in God.</p> <p>Express what Jesus would do in a moral dilemma in the world today.</p> <p>Present ideas about people in a place of worship not just the place itself.</p>	<p>Apply ideas about values from the scriptures to answer: Is it better to express your religion in arts or in charity and generosity?</p> <p>Express own ideas about fairness and honesty and compare them with others.</p>