

RE Knowledge & Skills Progression



Statutory Framework for the Early Years Foundation Stage

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Early Learning Goal – Personal, Social and Emotional Development: Making relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Early Learning Goal - Understanding the world: People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Early Learning Goal - Understanding the world: The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

The legal basis of RE in the curriculum of maintained schools

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998.

The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned (see 'Agreed syllabus', p.14). Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. LAs must, however, ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002), although there are many instances of good practice where RE is taught to these pupils. Separate legislative provision on RE is made for maintained special schools. Regulations covering maintained special schools require them to ensure that, as far as practicable, a pupil receives RE.

Carlisle Diocese RE units of work for EYFS/KS1 and KS2

The units of work and the overview are intended to help teachers plan their RE work over the course of the academic year. There is an emphasis on an enquiry based approach. The units are designed to link all key stages in the primary school.

- Christianity should be studied throughout each key stage.
- The other 5 principal religions represented in Britain should be studied across the key stages. By the end of KS2 pupils should have an adequate understanding of at least 3 religions. They should also have knowledge of aspects of other religions and world views, especially those with a significant local or topical presence. By the end of KS 3, ideally pupils should have encountered all 5 of these principal religions. This will be easier to achieve if there is liaison between those who teach RE in KS 1, 2 and 3. At any key stage, it may be best achieved through a thematic approach.
- For the purpose of this syllabus the five principal religions, other than Christianity, are divided into:
 - Group A - Judaism and Islam
 - Group B - Hinduism, Buddhism and Sikhism

Early Years Foundation Stage: Learners should experience enquiry based RE related activities from a range of world religions to contribute to the Foundation Stage curriculum requirements.

KS1: Learners should experience Christianity and one other world religion from Group A or Group B. Knowledge of aspects of other religions and world views.

KS2: Learners should experience Christianity. The same world religion as above. Another world religion but from the opposite group. Knowledge of aspects of other religions and world views, especially those with a local presence.

EYFS & KS1

Children will study the main stories of Christianity. Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. Study other religions of interest to pupils.

Content EYFS	Content Year 1	Content Year 2
<p>What is celebration? What is a special place? What are special stories for Christians? Why am I special to God? Why is Jesus special? How do we look after the world?</p>	<p><i>What celebrations are important in religion and why?</i> How do Christians show they are thankful at harvest? (Harvest) Why do Christians give gifts at Christmas? How do Christians celebrate Easter?</p> <p><i>Where and how people belong & why belonging is important?</i> Why is baptism important for Christians?</p> <p><i>How and why do some people pray?</i> What does prayer mean for Christians?</p> <p><i>What does the Bible teach us about what Jesus did?</i> What do the stories from the Bible teach us about Jesus?</p> <p><i>What do some people believe about God, the natural world and human beings?</i> How do we appreciate the natural world?</p> <p>World religion: Buddhism (Group A)</p>	<p><i>What celebrations are important in religion and why?</i> Why do Christians/Jews celebrate harvest? What are messages of Christmas? What does the Easter story tell us about God’s love and forgiveness?</p> <p><i>Where and how people belong & why belonging is important?</i> What does it mean to belong to a church for Christians? How do Muslims express their faith?</p> <p><i>How and why some stories and books are sacred and important?</i> What do sacred writings teach about leaders? (Christianity and other faiths)</p> <p><i>What does the Bible teach us about what Jesus did?</i> What can we learn from the stories Jesus told?</p> <p>World religion: Hinduism (Group B)</p>

How will pupils progress in RE?

A: Know about and understand			B: Express and communicate		
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	B3. Appreciate and appraise varied dimensions of religion.
Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Notice and respond sensitively to some similarities between different religions and worldviews

C: Gain and deploy skills			Enquiry		
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	C2. Enquire into what enables different communities to live together respectfully for the well-being of all.	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.	Enquiry Concepts Common to all	Enquiry Concepts shared by many religions	Enquiry Concepts distinctive to particular religions
Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Find out about and respond with ideas to examples of co-operation between people who are different.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Examples - Remembering, celebration, forgiveness, justice, generosity, gratitude, patience	Examples - God, worship, faith, sacred, compassion, service, pilgrimage	Examples - Dukkha, trinity, tawheed, khalsa, moksha

Key Stage 2

Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. Study three of the major six religions not studied in depth in order to gain a brief outline. Study other religions of interest to pupils.

	Content
Year 3	<p>Why does Christmas matter to Christians? What do Christian writings teach about forgiveness? What do Old Testament stories teach Christians about God? Why and how do different faiths use prayer? What does the Easter story tell us about hope and despair? How do some Christians understand the creation of the world from bible stories?</p> <p>World Religion: Hinduism (Group B)</p>
Year 4	<p>Why is light a key feature in the Christmas story? How do Christians prepare for Easter? What do stories from Islam teach Muslims about how to live their lives? What do Christians and Muslims understand about the need for thankfulness in their lives? How did Jesus teach people about the kingdom of God? What do Christians and others believe and DO about wealth and poverty in the world?</p> <p>World Religion: Sikhism (Group B)</p>
Year 5	<p>Why is the Holy Spirit important for Christians? How do Christians love their neighbours? What is important for different faiths in their places of worship? Was the crucifixion of Jesus a sacrifice and what does it mean for Christians today? How do different religious believers demonstrate humility and trust in their lives? What do Christians believe about the prince of Peace?</p> <p>World Religion: Buddhism (Group B)</p>

Year 6	<p>How is the resurrection portrayed as central to Christian beliefs? What does it mean to be a Muslim in British society today? How do Christians demonstrate justice in their lives? What do other faiths teach about care and respect for others? How do Christians perceive the birth of Jesus? What are some of the different ways religion and science look at the world of God's creation?</p> <p>World Religion: Islam and Judaism (Group A)</p>
---------------	---

How will pupils progress in RE?

A: Know about and understand			B: Express and communicate		
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	B3. Appreciate and appraise varied dimensions of religion.
Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	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.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

C: Gain and deploy skills			Enquiry		
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	C2. Enquire into what enables different communities to live together respectfully for the well-being of all.	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.	Enquiry Concepts Common to all	Enquiry Concepts shared by many religions	Enquiry Concepts distinctive to particular religions
Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Find out about and respond with ideas to examples of co-operation between people who are different.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Examples - Remembering, celebration, forgiveness, justice, generosity, gratitude, patience	Examples - God, worship, faith, sacred, compassion, service, pilgrimage	Examples - Dukkha, trinity, tawheed, khalsa, moksha

RE Knowledge & Skills Progression

EYFS to Milestone 1



Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> They show sensitivity to others' needs and feelings They take account of one another's ideas 	Understand beliefs and teachings	<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	God, Prayer, forgiveness, Jesus, Christmas, Christian, story, friend, creation, Easter, festival, emotions, Bible, Nativity, Christmas, holy, church, symbol, hope belonging, christening, Jerusalem, Disciples, worship, testament, Lord, parable, belief, thankfulness, advent, gospel, Holy Week, creator, harvest, gold, frankincense, myrrh, sacred, saviour, Christianity, belief, deity, Shiva, Vishnu, Brahman, Hindu, temple, Goddess, Siddhartha Gautama, Buddha, teacher, meditation, enlightenment, compassion, Buddhist
<ul style="list-style-type: none"> They know that other children don't always enjoy the same things, and are sensitive to this. 	Understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	
<ul style="list-style-type: none"> They know about similarities and differences between themselves and others, and among families, communities and traditions. 	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	

Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • explain why some things occur, and talk about changes 	<p>Reflect</p>	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	
<ul style="list-style-type: none"> • They know that other children don't always enjoy the same things, and are sensitive to this. 	<p>Understand values</p>	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	

RE Knowledge & Skills Progression Milestone 2



Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	Understand beliefs and teachings	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. 	Teachings, glory, resurrection, commandments, Trinity, father , son, Holy Spirit, Passover, last supper, promise, trust , faith, commitments, dedication, Monday, Thursday, Palms Sunday, Easter
<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	Understand practices and lifestyles	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	Sunday, Holy Spirit, Amrit Gurdwara, Guru Nanak, Kama, Khalsa, reinincarnation, Punjab, ritual, philosophy, safe, destroyer, one God
<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	

Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<p>Reflect</p>	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	
<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • • Explain how actions affect others. • • Show an understanding of the term 'morals'. 	<p>Understand values</p>	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	

History Knowledge & Skills Progression Milestone 3



Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. 	Understand beliefs and teachings	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. 	Peace, testimonies, respectful, fairness, justice, poverty, diversity, crucifixion, saviour, sacrifice, heaven, Messiah, resurrection, charitableness, integratory, consideration, conflict, incarnate, confirmation, leadership, vulnerability, Allah, Five Pillars of Islam, Hajj, Shahadah, Salat, Sawm, Zakat, Mecca, Medina, Mohammed, Koran, Abraham, Cannan, commandment, Hebrew, Torah, mantra, mandala, Tibet, Nepal, lotus flower, Four Noble Truths, eightfold path, afterlife, Vesak
<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	Understand practices and lifestyles	<ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader. 	
<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs. 	

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	<p>Reflect</p>	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	
<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<p>Understand values</p>	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values 	