



**Progression of Skills and Knowledge for Religious Education (linked to the York RE Syllabus)**

**Believing**

(Religious beliefs, teachings, sources; questions and meaning, purpose and truth)

EYFS	Year 1/2 KS1	Year 3 /4/5 Lower and Middle KS2	Year 5/6 Upper KS2
<p>F1-Talk about some religious stories.</p> <p>F1-Recognise some religious words, e.g. about God.</p> <p>F1-Identify some of their own feelings in the stories they hear.</p> <p>F1-Identify a sacred text e.g. Bible, Qur'an.</p> <p>F1-Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>F1Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>	<p>1.2-Talk about some simple ideas about Muslims beliefs about God, making links with some of the 99 Names of Allah.</p> <p>1.2-Re-tell a story about the life of the Prophet Muhammed.</p> <p>1.2-Recognise some objects used by Muslims and suggest why they are important.</p> <p>1.2-Identify some ways Muslims mark Ramadam and celebrate Eid-ul-Fitr and how this might make them feel</p> <p><b>Greater Depth:</b>  <b>1.2Make links between what the Holy Qur'an says and how Muslims behave.</b></p> <p><b>1.2 Ask some questions about God that are hard to answer and offer some ideas of their own.</b></p> <p>1.3-talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>1.3-Talk about how Shabbat is a special day of the week for Jewish people, and give examples of what they might do to celebrate.</p>		<p>U2.1-Outline a Christian understanding of what God is like.</p> <p>U2.1-Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>U2.1-Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>U2.1-Give different views on why people believe in God or not, including their own ideas.</p> <p><b>Greater Depth:</b></p> <p><b>U2.1-Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently.</b></p> <p><b>U2.1-Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments.</b></p>



	<p>1.3--Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</p> <p>1.3-Ask questions about believing in God and offer some ideas of their own.</p> <p><b>Greater Depth:</b></p> <p><b>1.3-Make links between Jewish teachings and how Jewish people live.</b></p> <p><b>1.3-Express own ideas about the value of times of reflection, thanks giving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</b></p>		<p>U2.3-Express ideas about how and why religion can help believers when times are hard.</p> <p>U2.3-Outline Christians, Hindu and/or non-religious beliefs about life after death.</p> <p>U2.3-Explain some similarities and differences between beliefs about life after death.</p> <p>U2.3-Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p><b>Greater Depth:</b></p> <p><b>U2.3-Explain what difference belief in judgement/heaven/karma/reincarnation might make to how some lives, giving examples.</b></p> <p><b>U2.3-Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.</b></p>
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**Expressing**

(religious and spiritual forms of expression; questions about identity and diversity)

EYFS	Year 1/2 KS1	Year 3/4 /5 Lower and Middle KS2	Year 5/6 Upper KS2
<p>F3-Talk about somewhere that is special to themselves, saying why.</p> <p>F3-Be aware that some religious people have places which have special meanings for them.</p> <p>F3-Talk about the things that are special and valued in a place of worship.</p> <p>F3-Identify some significant features of sacred places.</p> <p>F3-Recognise a place of worship.</p> <p>F3-Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>1.5-Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>1.5-Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>1.5-Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel.</p> <p><b>Greater Depth:</b>  <b>1.5-Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising.</b></p> <p><b>1.5-Show that they have begun to be aware that some people regularly worship God in different ways in different places.</b></p>	<p>L2.4-Describe the practice of prayer in the religions studied.</p> <p>L2.4-Make connections between what people believe about prayer and what they do when they pray.</p> <p>L2.4-Describe ways in which prayer can comfort and challenge believers.</p> <p>L2.4-Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p><b>Greater depth:</b>  <b>L2.4-Explain similarities and differences between how people pray.</b></p> <p><b>L2.4-Consider and evaluate the significance of prayer in the lives of people today.</b></p> <p>L2.5-Make connections between stories, symbols and beliefs with what happens in festivals.</p> <p>L2.5-Ask questions and give ideas about what matters most to believers in festivals.</p>	<p>U2.5-Make connections between examples of religious creativity – buildings and art</p> <p>U2.5-suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>U2.5-Make connections between how believers feel about places of worship in different traditions.</p> <p>U2.5-Select and describe the most important functions of a place of worship for the community.</p> <p>U2.5-Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>U2.5-present ideas about the importance of people in a place of worship, rather than the place itself</p> <p><b>Greater Depth:</b>  <b>U2.5-Identify how and why some Humanists criticise spending on religious buildings and art.</b></p>



L2.5-Identify similarities and differences in the way festivals are celebrated within and between religions.

L2.5- Explore and suggest ideas about what is worth celebrating.

**Greater Depth:**

**L2.5-Discuss and present their own responses about the role of festivals.**

**L2.5-Show understanding of the values and beliefs at the heart of each festival studied.**

**L2.5-Suggest how and why religious festivals are valuable to many people.**

L2.6-Suggest why some people see life as a journey and identify some of the key milestones on this journey.

L2.6-Describe what happens in Christians, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.

L2.6-Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.

L2.6-Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.

**Greater Depth:**



		<p><b>L2.6-Explain similarities and differences between ceremonies of commitment.</b></p> <p><b>L2.6-Discuss and present their own ideas about the value and challenges of religious commitment in Britain today.</b></p>	
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**Living**

**(Religious practices and ways of living: questions about values and commitments)**

<b>EYFS</b>	<b>Year 1/2 KS1</b>	<b>Year 3/4/5 Lower and Middle KS2</b>	<b>Year 5/6 Upper KS2</b>
<p>F5-Re-tell religious stories making connections with personal experiences.</p> <p>F5-Share and record occasions when things have happened in their lives that made them feel special.</p> <p>F5-Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>F5-Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>1.7-Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</p> <p>1.7-Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what actions and symbols mean.</p> <p>1.7-Identify two ways people show they belong to each other when they get married.</p> <p>1.7-Respond to examples of co-operation between different people.</p> <p><b>Greater Depth:</b> 1.7-Give examples of ways in which believers express their identify and belonging within faith communities, responding sensitively to differences.</p>	<p>L2.8- Describe examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>L2.8-Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>L2.8-Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>L2.8-Discuss links between actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p><b>Greater Depth:</b> L2.8-Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.</p>	<p>U2.6-Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>U2.6-Describe and reflect on the significance of the Holy Qur’an to Muslims.</p> <p>U2.6-Talk about the guidance a Muslim uses and compare to those of pupils.</p> <p>U2.6-Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p><b>Greater Depth:</b> U2.6-Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life.</p> <p>U2.7 – Describe what Christians mean about humans being made in the images of God and being ‘fallen’.</p>



	<p><b>1.7-Identify some similarities and differences between the ceremonies studied.</b></p> <p>1.8-Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>1.8-Identify ways that some people make a response to God by caring for others and the world.</p> <p>1.8-Talk about issues of good, right and wrong arising from stories.</p> <p>1.8-Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>1.8-Use creative ways to express ideas about the creation story and what it says about what God is like.</p> <p><b>Greater Depth:</b>  <b>1.8-Know ways in which believers put their beliefs about others and the world into action, making links with religious stories.</b></p> <p><b>1.8-Answer questions thoughtfully about how we should care for others and the world and why it matters.</b></p>	<p><b>L2.8-Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.</b></p> <p>L2.9-Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>L2.9-Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>L2.9-Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>L2.9-Discuss their own and others' ideas about how people decide right and wrong.</p>	<p>U2.7-Describe some Christians and Humanist values simply.</p> <p>U2.7-Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p> <p>U2.7-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><b>Greater Depth:</b>  <b>U2-7Give examples of similarities and differences between Christians and Humanist values.</b></p> <p><b>U2.7-Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.</b></p>
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**Elvington Church of England Primary School**



“I have come in order that you may have life – life in all its fullness.” John 10:10



Progression of Skills and Knowledge for Religious Education

Understanding Christianity

EYFS	Year 1/2 KS1	Year 3 /4/5 Lower and Middle KS2	Year 5/6 Upper KS2
<p>Pupils will know that: <b>God/Creation and Fall</b> -The word God is a name.</p> <p>-Christians believe God is Creator of the universe.</p> <p>-Christians believe God made our wonderful world and so we should look after it.</p> <p><b>Incarnation</b> -Christians believe God came to Earth in human form as Jesus.</p> <p>-Christians believe Jesus came to show that all people are precious and special to God.</p> <p><b>Salvation</b> -Christians remember Jesus’ last week at Easter.</p> <p>-Jesus’ name means ‘He saves’.</p> <p>-Christians believe Jesus came to show God’s love.</p>	<p>Pupils will know that: <b>God</b> -Christians believe in God, and that they find out about God in the Bible.</p> <p>-Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</p> <p>-Christians worship God and try to live in ways that please him.</p> <p><b>Creation and Fall</b> -God created the universe.</p> <p>-The Earth and everything in it are important to God.</p> <p>-God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>-Humans should care for the world because it belongs to God.</p> <p><b>Incarnation</b> -Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p>	<p>Pupils will know that: <b>God</b> -Christians believe God is Trinity; Father, Son and Holy Spirit.</p> <p>-Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God Keeps his promises.</p> <p>-Christians find that understanding God is challenging: people spend their whole lives learning more and more about God.</p> <p>-Christians really want to try to understand God better and so try to describe God using symbols, similies and metaphors, in song, story, poem and art.</p> <p><b>Creation and Fall</b></p> <p>-God the Creator cares for the creation, including human beings.</p> <p>-As human beings are part of God’s good creation, they do best when they listen to God.</p>	<p>Pupils will know that: <b>God</b> -Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>-Christians believe God is both Holy and loving and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace.</p> <p>_ Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to dhow God’s love.</p> <p>-Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible on through Church teaching.</p> <p>-Christians believe getting to know God is like getting to know a person rather than learning information.</p> <p><b>Creation and Fall</b></p>

“I have come in order that you may have life – life in all its fullness.” John 10:10





<p>-Christians try to show love to others.</p>	<p>-The Bible points out that Jesus’ birth showed that he was extraordinary and that he came to bring good news.</p> <p>-Christians celebrate Jesus’ birth and that Advent for Christians is a time for getting ready for Jesus’ coming.</p> <p><b>Gospel</b></p> <p>-Christians believe Jesus brings good news for all people.</p> <p>-For Christians, this good news includes being loved by God and being forgiven for bad things.</p> <p>-Christians believe – Jesus is a friend to the poor and friendless.</p> <p>-Christians believe –Jesus’ teachings make people think hard to live and show them the right way.</p> <p><b>Salvation</b></p> <p>-Easter is very important in the ‘big story’ of the Bible and that Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>-Christians believe Jesus builds a bridge between God and humans.</p> <p>-Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p>-The Bible tells a story about how humans spoiled their friendship with God. (This means that humans cannot get close to God without God’s help.)</p> <p>-The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live and offers forgiveness even when they keep on falling short.</p> <p>-Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry.</p> <p><b>People of God</b></p> <p>-The Old Testament tells the story of the children of Israel – known as the People of God – and their relationship with God.</p> <p>-The People Of God try to live in the way God wants, following his commands and worshipping him.</p> <p>-They believe the promises to stay with them and Bible stories show how God keeps his promises.</p> <p>-The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</p> <p>-Christians believe that, through Jesus, all people can become the People of God.</p>	<p>-There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>-These debates and controversies relate to the purpose and interpretation of the text.</p> <p>-There are many scientists throughout history and now who are Christians.</p> <p>-The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p><b>People of God</b></p> <p>-The Old Testament pieces together the story of the people of God. As their circumstances change from being nomads to being city dwellers they have to learn new ways of following God.</p> <p>-The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin.</p> <p>-Christians apply this idea to living today by trying to serve God and to bring freedom to others.</p>
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		<p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>-Christians believe Jesus is one of the three persons of the Trinity.</li> <li>-Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>-Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</li> <li>-Christians believe the Holy Spirit is God’s power at work in the world and their lives today, enabling them to follow Jesus.</li> </ul> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>-Christians believe Jesus challenges everyone about how to live – he sets the examples for loving God and your neighbour putting others first.</li> <li>-Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people.</li> <li>-Christians believe Jesus’ life shows what it means to love God and love your neighbour.</li> <li>-Christians try to be like Jesus – they want to know him better and better.</li> <li>-Christians try to put Jesus’ teachings and examples into practice from church worship to social justice.</li> </ul>	<ul style="list-style-type: none"> <li>-Christians see the Christian Church as part of the ongoing story of the people of God, and try to live in a way that attracts others to God.</li> </ul> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>-Christians believe Jesus is God in the flesh.</li> <li>-Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>-The Old Testament talks about ‘rescuer’ or ‘anointed one’ – a messiah.</li> <li>-Christians believe that Jesus fulfilled these expectations, and that he is the Messiah.</li> <li>-Christians see Jesus as their Saviour.</li> </ul> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>-Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour. It is that Jesus offers a way to heal the damage done by human sin.</li> <li>-Christians see that Jesus’ teachings and examples cut across expectations.</li> <li>-Christians believe that Jesus’ good news not only transforms lives now, but also</li> </ul>
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		<p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>-Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</li> <li>-The events of Holy Week were important in showing the disciples what Jesus came to earth to do.</li> <li>-Christians today trust that Jesus really did rise from the dead and so is still alive today.</li> <li>-Christians remember and celebrate Jesus’ last week, death and resurrection.</li> </ul> <p><b>Kingdom of God</b></p> <ul style="list-style-type: none"> <li>-Christians believe that Jesus inaugurated the ‘Kingdom of God.</li> <li>-Christians believe Jesus is still alive, rules in their heart and lives through the Holy Spirit, if they let him.</li> <li>-Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at the Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God.</li> <li>-Christians celebrate Pentecost, as the beginning of the church.</li> <li>-Staying connected to Jesus means that the fruit of the spirit can grow in the lives of Christians.</li> </ul>	<p>points towards a restored, transformed life in the future.</p> <ul style="list-style-type: none"> <li>-Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li> </ul> <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>-Christians read the ‘big story’ of the Bible as pointing out the need for God to save people.</li> <li>-The Gospels give accounts of Jesus’ death and resurrection.</li> <li>-The New Testament says that Jesus’ death was somehow ‘for us’ and Christians interpret this in different ways.</li> <li>-Christians remember Jesus’ sacrifice through the service of Holy Communion.</li> <li>-Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end and that this belief gives Christians hope for life with God, starting now and continuing to a new life in heaven.</li> <li>-Christians believe that Jesus calls them to sacrifice their own needs to the needs of</li> </ul>
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			<p>others, and some are prepared to die for others and for their faith.</p> <p><b>God the Kingdom</b></p> <p>-Jesus told many parables about the Kingdom of God.</p> <p>-Know that the parables suggest that there will be a future kingdom, where God's reign will be complete.</p> <p>-The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>-Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>
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