RE PROGRESSION OF SKILLS DOCUMENT

SKILL AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Beliefs and Teaching	Listen and respond to religious stories I can discuss what Christians do to celebrate the birth of Jesus. I can sequence the nativity story and know what presents the characters in the nativity gave. I can link what is happening in the natural world to art, music, poetry and/or dance. I can understand the Easter story and link it to the natural world. I can listen to different creation tales and find the similarities and/or differences.(EYFS) I can recognise symbols associated with the Easter story and can discuss what the characters may think/feel. Jesus Nativity Joseph Mary Christmas Advent Three wise men Spring Seasons Changes Easter Last Supper Creation Cross God New life Birth Baby Church	I can research how people with different religions celebrate Harvest. I can give examples of how a religious charity focuses on justice and fairness. I can explore the Easter story and say what it means and how it is celebrated. Vocabulary. Harvest Justice Sukkot Fairness Fruitfulness Palm Sunday Seasons Good Friday Easter Last Supper Charity Thankful	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them I can explain how festivals can bring people together. I can explain why Christmas is important to Christians. I can sequence the Nativity Story and link it to Christian beliefs. Festival Bethlehem Community Angel Gabriel Christmas Galilee Advent Myrrh Nativity Frankincense Worship Jesus Rituals Mary Wise Men Joseph King Herod Gold	Using specific religious vocabulary, describe the impact of celebrations and key moments in life in some religious communities I can compare and contrast the ways of Christianity and Islam Traditions and celebrating festivals and important life events, (eg: Christianity Baptism and Muslim Shahada). I can research different ways of celebrating the same events (eg: Christmas, ceremonies of belonging). Eid-ul-Adha Eid Al Fitr Ramadan Hajj Mecca Baptism Christening Christmas Shahada	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked I can explain the similarities and differences between two religions (Hinduism or Sikhism and Christianity) and how they celebrate festival and important events in life. I can explain the inner meaning behind key practices in Sikh and Hindu birth traditions. I can explain why there are different ways of marking the same event around the world (Christmas, Eucharist, Advent and Diwali). I can explain why some religious people go on pilgrimage. I can explore Good Friday and explain why Christians believe Jesus died and was resurrected. Christmas Eucharist Advent Diwali Birth Pilgrimage Hajj Amristar Kumbha Mela Good Friday Resurrection	Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage I can explore what is means to live as a Christian/Jew today and relate that to internal diversity. I can compare the similarities and differences of celebrating the same festival. I can research responses to sacred rituals and (eg: Shabbat) and rites of passage in different traditions. I can explain and have an understanding of key Christian concepts (eg: incarnation), the life of Jesus and practices in the Church year. I can explain why religious people go on pilgrimage and why it is important to them. Diversity Advent Christmas Shabbat Incarnation Pilgrimage Hajj Mecca Bar Mitzvah Messiah	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities I can explain some key Christian concepts and link that to how God can mean different things for different people. I can compare and contrast religious and secular ways of celebrating the same event (eg: Christians and Humanists). I can investigate why some festivals and events are valued by some and not others. Annunciation Incarnation Temptation Resurrection Salvation Ascension Reincarnation Secular Humanist Symbolism Family Tradition
Sources of wisdom	Listen and respond to religious stories (EYFS) I can discuss what Christians do to celebrate the birth of Jesus. I can sequence the nativity story and know what presents the characters in the nativity gave. I can link what is happening in the natural world to art, music, poetry and/or dance. I can understand the Easter story and link it to the natural world. I can listen to different creation tales and find the similarities and/or differences. I can recognise symbols associated with the Easter	Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins. I can identify sacred books in different religions and say why they are special to those of that faith. I can identify similarities and differences in religious stories. I can act out a religious parable and explore it from different points of view. Torah Qur'an Bible Sacred Parable	Re-tell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come. I can sequence the Easter Story and link it to Christian beliefs. I can explain the messages that Christians believe that Jesus brings. Easter Judas Last Supper Disciples Good Friday Pontius Pilate Palm Sunday Resurrection Crucifixion Bible Ash Wednesday	Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers I can explain how faith stories have power to their believers and what impact they have. I can outline what makes a sacred text and how one should be treated. I can explain the impact that authority (eg: Jesus) have on individual followers. I can explain the impact	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers I can explain what the Trinity is and how it links to Christian Christmas traditions. Holy Trinity Holy Spirit God Jesus	. Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities I can investigate and interpret a range of stories, sacred writing, people and artefacts and link that to what makes a 'source of wisdom' (holy book). I can interpret what sources of wisdom communicate to their followers and assess their impact. Lord's Prayer The Gosepls The Torah Psalms The Vedas Bhagavad-Gita Jesus Muhammed Buddha	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. I can research the Easter story and say what Christians believe Jesus did to save human beings. I can interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. I can link stories and images to the inspiration for religious belief. I can evaluate the contemporary relevance of key figures.

	story and can discuss what the characters may think/feel. Jesus Nativity Joseph Mary Christmas Advent Three wise men Spring Seasons Changes Easter Last Supper Creation Cross God New life Birth Baby Church			that Pentecost has on Christians. The Good Samaritan The Story of Muhammad The Qur'an The Bible Sacred Text Pentecost Authority figure Impact			I can evaluate the impact of key sources of wisdom on individuals and different communities. Dalai Lama Crucifixion Mother Theresa Wisdom Evaluate Relevance Interpret Inspiration Martin Luther King Absolve Pope Francis Evangelical Grand Mufti Ephraim Mirvis (UK Chief Rabbi)
Symbols and actions	Communicate about people, places and religious symbols and artefacts. (EYFS) I can describe a place that is important to me and explain why. I can recognise religious symbols that I might see in a place of worship and what they mean. I can recognise symbols from religious stories. Cross Church Temple Prayer Mat Altar Synagogue Star of David Menorah	Give at least one example of a religious symbol or action and explain how it is used. I can compare and contrast symbols of two different religions and identify the similarities and differences and why is it sacred to that religion. Festival Light Hannukah Diwali Advent Diya Menorah	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities I can link an artefact to the religion to which it belongs and say why it is important to them. I can list the similarities and differences between the symbols of two different religions. I can explain why people have designed places of worship as they have and identify common symbols and artefacts. Altar Pew Font Cross Church Cathedral Menorah Dreidel Skull Cap Synagogue	Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities I can list the similarities and differences of the power of light across different religions. I know the sequence of steps Muslims go through to pray and can link it to their relationship with God. Light Diwali Hannukah Christmas Wudu Prayer Mat Worship	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities. I can list the 5 K's in Sikhism and the importance of them to people of that religion. I can explain the relationships between Hindu's and their deities. I can explain the power of religious symbols in art, architecture and icons in Hinduism. Sikhism 5 K's (Kesh, Kara, Khanga, Kaccha, Kirpan) Deities Icons	Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities I can compare the similarities and differences and how religious and symbolic artefacts are used in prayer and practice to express meaning. I can explain how and why artefacts are used in Jewish prayer to enrich experience. I can link religious faith to how it can be expressed and communicated through the creative arts. I can identify the common themes in the Easter Story and link them to Christian belief. Torah Tallit (prayer shawl) Kippah/Kippot (skull cap) Menorah	Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities. I can compare and contrast the similarities and differences between how different religions express their beliefs through the arts. I understand how different artefacts and symbolic actions communicate a different meaning. I can link key symbols and artefacts to Buddhist teachings and actions. I can examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism). Mudras (gestures) The Three Jewels (Buddha, Dharma and the Sangha) Dharma Wheel Lotus Flower Eucharist Maundy Thursday Jerusalem Font Godparents Thangka Butter lamp Mandala
Prayer, worship and reflection	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection I can explore what a prayer is and why it is important to the religion it belongs to. I can understand why it is important to have periods	Talk about how and where some worshippers pray. Respond to periods of stillness and reflection I can identify a religious artefact and say how and why it is used in prayer and/or reflection. I can explain how and why people have special ways of	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection I can explain why people pray to Allah for help. I can describe the Muslim prayer sequence and the purpose of each step. I can describe the ways different religious	Ask and answer questions about places of prayer and worship and the impact they might make on faith communities I can talk about the special places for worship in a Mosque and Church and explain the meaning and significance for followers. I can examine how architecture	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections I can investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious	Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences I can investigate how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces I can explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals. I can design a multi-faith prayer space and

	of stillness and reflection and how that helps me understand my work and/or emotions. I can recognise and describe places of importance for different religions. Prayer Reflection Temple Mosque Church Synagogue Shrine	welcoming babies. I can talk through what a baptism entails. Christening Worship Prayer Shrine Prayer Mat Rosary Baptism	people share actions when praying. I can explore the ways different religious people say 'thank you' to God. Allah Mosque Qur'an Imam Prayer Mat Mecca Hajj Five Pillars Ramadam Eid	and design contribute to worshipper's experience. I know about key prayers (eg: the first Surah and The Lord's Prayer) and how they link to belief. I can sequence the Easter Story and can explain the Eucharist. Mosque Church Vicar Priest Imam Altar Prayer Mat Prayers Surah The Lord's Prayer Bible Qur'an Easter Eucharist	community or in the home (e.g. puja). I can examine ways in which architecture expresses how a community communicates through prayer, worship and reflection I can investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs. Puja Shrine Akhand Path Prayer Worship Reflection	differences. I can debate as to whether prayer spaces are needed for a believer to connect with their God. I can question and explain how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship. I can explain why yoga is an important part of a form of worship Temple Synagogue Church Prayer The Shema The Lord's Prayer Yoga Altar Rabbi Star of David	consider what it may need to contain. I can explain why meditation, compassion and mindfulness are central to Buddhist belief and how they use nature to transmit prayers. Meditation. Multi-Faith Compassion Mindfulness Wheel Transmit Interpretation Reflection Nature Environmental
Identity and belonging	Show awareness of things and people that matter to them and link this to learning in Religious Education. (EYFS) I can describe what happens at a wedding and why it is important to some people. I can describe similarities and differences between weddings in different religions and cultures. I can re-enact a Christian wedding and can recall the promises that are made. Wedding Vows Vicar Promise Bride Groom Best man/maid of honour Bridesmaid	Talk about things and people that matter to them and how people belong to groups including faith groups. I can identify what things are important to my family and myself. I can understand that people belong to different faith groups and the similarities and differences between them. Family Community Faith Group Family Special Occasions	Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why	Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders I can list the five pillars of Islam and explain how they link to Muslim's belief. I can link the role and duties of historical and religious leaders (eg: Jesus, Muhammad, Imam, Vicar) on followers in their real lives. I can explain what it means to belong to a faith community. Five Pillars Jesus Imam Vicar Muhammad Leader Faith Community	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders I can identify and discover how some people identify and define themselves and what belonging means. I can investigate Sikh Khalsa and how that relates to community and belonging. I can say how festivals (eg: Easter, Diwali, Bandi Chor Divas) brings communities together. I can say what makes a religious leader and how they impact on the lives of their followers. P Sikh Khalsa Community Easter Diwali Bandi Chor Divas Imam Vicar Priest Monk Nun	I can debate whether Jesus was the Messiah taking different points of view. I can compare and contrast the lives of key religious leaders from contemporary life. I can explain how keeping ancient laws in the modern day may be hard for followers of that religion (eg: keeping Kosher and Shabbat). I can explore stories of Moses and Jesus through the lens of key events in History. I can compare the similarities between Easter and Passover and how they are connected. I know the main Christian and Jewish groups in Britain today. Messiah Moses Kosher Shabbat Passover Seder Exodus Ten Plagues Matzah Israelites Haggadah Purim	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives . I can investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity. I can compare and contrast the lives of two contemporary leaders and the qualities of their leadership. I can identify the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). I can identify modern day challenges to a faith's teaching and what might be the most difficult aspects of following that faith (Christian, Buddhist, Humanist). I can, through the Easter Story, explain why it is significant for Christians to have Jesus as their messiah. Christian Buddhist Humanist Messiah Eightfold Path Intent Mindfulness Society Modern Contemporary Internal Diversity Sins Resurrection Bodhi Day Anglican Church of England Catholic Orthodox Christian

Ultimate Questions	Use imagination and curiosity to develop their wonder of the world and ask questions about it. I can discuss who god/s are believed to be and why that is important to people. I can recall and tell creation stories. I can say why 'god' is important to Christians. I can describe ways that 'God' tells us to look after the world. Important Valuable Look after Values God Creation Responsible Moral story Questions	Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it. I can explain 'Where is God' from different view-points. I can explore 'big questions' such as 'why is they sky blue?' God Goddess Creation Questions	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions. I can compare and contrast the creation stories in Christianity, Islam and Judaism. I can examine the idea of good over evil in a range of worldviews. I can say what Heaven might be like. God Allah Creation story Parable Heaven	Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer. I can explore and list the similarities and differences between the creation stories in Christianity and Islam. I can explain my own views on creation, God and Heaven I can describe the attributes of God in different religions (eg: 99 names of Allah and the Trinity). God Heaven Allah Holy Trinity Creation	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections I can discuss and debate why there are different ideas about God. I can discuss the different responses to the creation story and the different ideas Christians have related to the story. Hindu Trimurti Gods Goddesses Creation	Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups. I can debate as to why there are different responses and ideas about the divine. I can consider both Christian and Jewish perspectives to what life might look like after death and give my own point of view. I can start to ask and answer my own questions through the use of creative arts. I can begin to ask what the role of 'God' may be in society. Divine Creation Society	Present a range of views and answers to challenging questions about belonging, meaning and truth. I can explain the similarities and differences between different beliefs and perspectives about God and life after death in religious and nonreligious settings (e.g. what is meant by a 'soul'). I can say where non-religious people find answers to questions such as life after death. I can debate the relationship/conflict between creation and science. Creation Soul Secular Conflict Perspective Eternity Dharmic Theory
Human responsibility and values	Explore how people show concern for each other and the world around them. (EYFS) I can say the good/bad ways of treating each other and the world. I can describe religious stories about leaders helping each other (ie: Rama and Sita) and how that links to being responsible and fair. Responsibility Caring Helping Good/bad Fair	Respond to faith stories and examples of showing care and concern for humanity and the world. I can say what faith stories can tell us about the way people should look after each other and the world. I can understand that there are different beliefs about how the world began. Creation Belief Community Responsibility Values Humanity	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this I can explain how a religious community group looks after the local community. I can examine the question of people's responsibility to look after every one in the world. I can list common aspects of religious people and how I know why they come from that faith. Community Responsible Citizen Faith Appearance	Demonstrate an understanding of the importance of showing care and responsibility for the world, identifying the shared values in two communities I can explain the similarities and differences that different communities have about caring for the world and/or each other. I can work together with my classmates to compile a moral values charter. I can discuss my responsibility for the	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility I can discuss how Humanists show care and responsibility for others. I can consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness) I can debate my own ideas about the treatment of animals. I can compile a 'moral values charter' applying different religious codes and world views. Ahmisa Debate Pro / Con Humanists Responsibility Moral Values Charter Code World View	Describe the diversity of local and national communities. Identify some shared communal values and responsibilities I can debate how people can live together for the wellbeing of all, taking into account social and environmental responsibilities. I can list, while comparing and contrasting, moral codes of conduct from Christian, Jewish and Humanist traditions. I can investigate why I should care about the community as a whole and what is important and influences people's choices Tikkun Olam Humanist Secular Golden Rules	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief I can use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain. I can research what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. I can explain what social justice is and how it impacts on myself, and my community as a whole.

				world and each other and some religious and world view responses. Moral Values Charter Responsibility Citizen Community			I can say how human responsibility to the environment links with religious belief and teaching. I can debate how 'Golden Rule' is interpreted in the Humanist tradition. Census Statistics Diversity Social Justice Community Respectful Moral responsibility Civic responsibility Ownership Duty Local/locality National Freedom Justice
Justice and fairness	Understand what is right, wrong and fair. I can discuss how different religions help us understand what is right/wrong/fair through the use of religious stories from Buddhism, Hindu or Sikh. Right Buddhism Wrong Hindu Justice Sikh Fairness	Respond to moral stories and demonstrate what it means to be right and wrong just and fair. I can give examples of how a religious charity focuses on justice and fairness. Thankfulness Charity Justice Fairness	Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair I can link faith stories to religious people's choices between right and wrong. I can explore a Christian charity. I can explore why we need rules and why certain organisations have rules. Charity Rules Organisation Charter Values	Demonstrate a reflection of moral stories and why individuals make choices about what is right and wrong, just and fair I can discuss what justice and fairness means and how that links to religious charities (eg: Christian Aid, Islamic Relief). I can explore different faith stories that illustrate justice and fairness (eg: Zaccheus the Tax Collector and Widow's Mite) and reflect on which characters are 'right' and 'wrong'. Justice Fairness Charity Tax	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong I can discuss and apply my own ideas about justice and fairness through the work of development charities (e.g. Red Nose Day, Khalsa Aid or local religious charity groups). I can discuss the importance of justice and fairness in faith stories (e.g. The Milk and the Jasmine Flower, How Ganesh got the Elephant Head, The Emperor and the Langar) and other sources of wisdom. I can explore and debate ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life. Justice Fairness Development Charity Langar Equality Debate	Identify and describe how people with religious and worldviews make choices about what is right and wrong I can debate about why people from a religious and secular background try to help people in need. I can link the work of various Christian Aid agencies with the life and teachings of Jesus. I can explain the Jewish concept of Tzedekah (charity) and the importance of supporting communal projects. I can evaluate different religious responses to justice and fairness. I can explain how the Ten Commandments can link to ideas about right and wrong. Tzedakah Charity Secular	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices I can debate why/why not the world isn't just and fair. I can examine how people decide what is right and wrong outside a religion. I can say why some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). I can debate how the Buddhist concepts of desire, suffering and compassion affect the choices of followers. Kinder Transport Humanitarian Moral Choice Secular Concept Poverty Prejudice Compassion Desire Suffering Just/fair Choice Follower Reasonable Unjust Unreasonable