



Religious Education Progression of Skills

EYFS	Enquiry 1	Enquiry 2	Enquiry 3
Enquiry	Why is the word God so important to Christians?	Why do Christians perform nativity plays at Christmas?	Why do Christians put a cross in an Easter Garden?
Religion	Christian	Christian	Christian
Progressive Outcomes	<u>Children will be able to:</u> *The word God is a name *Christians believe God is the creator of the universe *Christians believe God made our wonderful world and we should look after it.	<u>Children will be able to:</u> *Christians believe God came to Earth in Human form as Jesus. *Christians believe Jesus came to show that all people are precious and special to God.	<u>Children will be able to:</u> *Christians remember Jesus' last week at Easter. *Jesus' name means 'He saves' *Christians believe Jesus came to show God's love. *Christians try to show love to others.



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YEAR 1	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Enquiry	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jews remember on Shabbat? Judaism	What does the cross mean to Christians?	How did the universe come to be?
Religion	Christianity, Hinduism, Judaism.	Islam, Christianity	Judaism	Christianity	Hinduism Christianity
Progressive Outcomes	<p><u>Children will be able to:</u> Begin to make connections using their senses and what they know about the world around them</p> <ul style="list-style-type: none"> • Ask “I wonder ...” questions about the world around us. • Use our senses to investigate worship in different religious traditions. • Use our senses to justify a belief that they hold. 	<p><u>Children will be able to:</u> Recognise the meanings of the term Christian and Muslim.</p> <ul style="list-style-type: none"> • Recognise practices associated with the festivals of Christmas and Eid-ul-Fitr. • Recognise ways in which a celebration can encourage a sense of belonging within a faith community. 	<p><u>Children will be able to:</u> Retell the Jewish story of Creation.</p> <ul style="list-style-type: none"> • Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. • Recognise that the practice of Shabbat shows a strong relationship between Jews people and God. 	<p><u>Children will be able to:</u> Give a clear, simple account of the Easter Story.</p> <ul style="list-style-type: none"> • Recognise that the Easter Story contains Christian beliefs about salvation. • Recognise that the Easter Story is a source of hope for Christians. 	<p><u>Children will be able to:</u> Ask at least one question about the origin of the universe.</p> <ul style="list-style-type: none"> • Give a simple reason, using the word ‘because’, for the origin of the universe. • Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). • Know that beliefs about the origin of the universe influence how individuals treat the world around them.



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YEAR 2	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Enquiry	Why is light an important symbol for Christians, Jews and Hindus?	What does the Nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jews celebrate Passover (Pesach)?	Why do people have different views about the idea of God?
Religion	Christianity, Judaism, Hinduism	Christianity	Christianity	Judaism	Multi Humanist
Progressive Outcomes	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Retell at least one narrative where light is an important symbol. • Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. • Give an example of how Christmas, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily lives. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Retell the Christmas story. • Recognise that Christians believe Jesus was sent by God to be him in the flesh. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Recognise the connection between Christmas and Easter 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Identify how Christian beliefs impact on their worship and sense of belonging. • Identify some Christian symbols and artefacts. • Identify different ways Christians show they belong to their faith family. • Recognise that some people call themselves Christians. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Recognise that Passover (Pesach) is a Jewish festival. • Identify ways in which Passover can have an impact on Jewish daily life and family. • Identify evidence of religion and belief especially in the local area. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Give a reason why a member of at least one other religious community might believe in God. • Give a reason why a person might not believe in God. • Give an example of what a member of a religious community might believe about God. • Make connections between people's beliefs of right and wrong and their belief about God.



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YEAR 3	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Enquiry	How do people express commitment to a religion/ worldview in different ways?	What is the trinity?	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?
Religion	Judaism , Sikhism , Hinduism	Christianity	Christian, Humanist	Islam	Islam
Progressive Outcomes	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Identify a range of ways in which religious belief can impact daily life. Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. Identify some similarities and differences in how people practise and express beliefs about commitment. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Show awareness of the Biblical origins of Christian teachings of the Trinity. Identify different types/genres of writing within the Bible. Give examples of how Christians might express their beliefs about the Trinity. Identify how Christian baptism uses and expresses the doctrine of Trinity. Recognise ways in which belief in the Trinity might make a difference to Christian life 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Show awareness of the Qur'an as the supreme source of authority Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions (Judaism, Christianity, Islam) Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Identify how a person's beliefs and actions align them with the religion if Islam. Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.



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YEAR 4	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Enquiry	Where do Christian religious beliefs come from?	What do we mean by truth? Is seeing believing?	How do religious groups contribute to society and culture in the local area and beyond?	Why is there so much diversity of belief within Christianity?	What does sacrifice mean?
Religion	Christianity	Multi-faith including Sikh views on God as truth	Christianity/ Hinduism	Christianity	Multi/ Humanist
Progressive Outcomes	<p><u>Children will be able to:</u> Identify the Bible as a source of authority for Christians • Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs • Identify how the crucifixion and resurrection of Jesus as a core event that has shaped Christian belief • Describe how individuals, communities, society and personal experiences can shape beliefs.</p>	<p><u>Children will be able to:</u> Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.</p>	<p><u>Children will be able to:</u> • Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. • Describe ways in which dharma impacts on and influences Hindu life and society. • Describe some of the varying ways in which religious beliefs are practised both locally and nationally.</p>	<p><u>Children will be able to:</u> • Describe the difference between the terms 'religion' and 'belief'. • Describe some of the varying ways in which Christianity is practised locally, nationally and globally. • Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation.</p>	<p><u>Children will be able to:</u> Describe different philosophical and theological answers to questions about sacrifice *Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world *Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims *Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.</p>



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YEAR 5	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Enquiry	Is believing in God reasonable?	How has belief in Christianity/ Islam impacted on music and art throughout history?	Why should we be good?	What difference does the resurrection make for Christians?	How do Hindus make sense of the world?
Religion	Multi-faith / Humanism	Christianity/ Islam	Multi-faith / Humanism	Christianity* (Salvation)	Hinduism
Progressive Outcomes	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Understand arguments for and against the existence of God • To identify weak arguments and baseless assertions • To support their own arguments with evidence and logical reasoning • To understand what makes a position reasonable or unreasonable. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Show awareness that talking about religion and belief can be complex. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. • Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Understand arguments made by great philosophers • To respond to these arguments with their own thoughts • To explore different forms of communicating ideas such as parables or dialogues • To identify weak arguments and baseless assertions • To compare different approaches to morality and identify similarities and differences • To articulate and summarise abstract thoughts about morality. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> • Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection. • Describe the connections between sacrifice in the Old Testament and New Testament and the link to Jesus as the ultimate sacrifice. • Describe the significance of the resurrection and how it shapes how Christians see the world and others. • Describe how the resurrection effects how Christians might live their lives. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> *Describe different sources of authority and how they link with beliefs. *Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. *Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. *Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. *Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.



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YEAR 6	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Enquiry	How and why does religion bring peace, conflict or both?	How do Buddhists explain the suffering in the world?	What does it mean to be human? Is being happy the greatest purpose in life?	What does it mean to be human? Is being happy the greatest purpose in life?	How do beliefs shape identity for Muslims?
Religion	Multi-faith / Humanism	Buddhism	Christianity/ Humanism	Christianity* (Creation)	Islam
Progressive Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise the controversial nature of this topic, explaining divergent views relating to it. Explain what at least two religions believe about peace and conflict. Analyse the relationship between peace and pacifism. Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Pakistan (Taliban) America (Civil Rights Movement). 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life Use well-chosen pieces of evidence to support and counter a particular argument 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. Begin to analyse the reliability of the sources of the different ideas of how the universe came to be. 	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> *Explain different sources of authority and the connections with beliefs. *Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. *Explain connections different beliefs being studied and link them to sources of authority using theological terms. *Explain and discuss how beliefs shape the way Muslims view the world in which they live and how they view others. *Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.