



Whole School Progression of Skills

Religious Education

EYFS	Key Stage One		Key Stage Two			
30 – 50 months 40 – 60 months Early Learning Goals	Cycle A KS1	Cycle B KS2	Cycle A LKS2	Cycle B LKS2	Cycle A UKS2	Cycle B UKS2
Relating Religions						
<p>Who are special people in my life? What makes people special? Pupils are able to:</p> <ul style="list-style-type: none"> Say what the word special means. Understand that they are special. Talk about people that are special to them. Role-play special people. Write simple sentences about why someone is special. Think about the different reasons we think someone is special. Begin to think about people who are special in religions. Name some religious people e.g. vicar, imam, pastor etc. <p>What do we have to be thankful for? Pupils are able to:</p> <ul style="list-style-type: none"> Say what the word thankful means. Understand why saying thank you is important. Role-play how to say thank you. Write simple sentences about why someone is special. Think about the different reasons we think someone is special. Begin to think about people who are special in religions. Name some religious people e.g. vicar, imam, pastor etc. 	<p>How do different faiths celebrate? Pupils are able to:</p> <ul style="list-style-type: none"> Define what the term 'celebration' is. Talk about times when they have celebrated. Make connections between different types of non-religious celebrations. List key religious celebrations (e.g. Easter, Christmas, Diwali, Hanukkah, Ramadan, Passover). Begin to explain why different faiths celebrate. Reflect on which religious celebrations are important to them. 	<p>How can we pray? Pupils are able to:</p> <ul style="list-style-type: none"> Define what prayer is and talk about what it may look like. Talk about the ways that different religions pray. Compare prayer in different faiths such as Christianity, Buddhism, Judaism and Islam. Name places where people pray and why they are special. Respond with reasons about why people pray and why it is significant to them, explaining the impact it has. 	<p>How do different faiths show compassion? Pupils are able to:</p> <ul style="list-style-type: none"> Define the word 'compassion.' Discuss who should show compassion, and who we should show compassion to. Give examples of what compassion could look like in modern life. Talk about how different faiths show compassion. Evaluate the different ways people show compassion and begin to discuss how they make a difference. Make links between compassion and our SEL themes. 		<p>How does faith impact courage? Pupils are able to:</p> <ul style="list-style-type: none"> Explain what courage means and how someone may act courageously. Identify people who have shown courage in their lives and suggest why, linking to their religious beliefs. Make connections between people of faith and discuss what we could learn from them. Suggest ideas of how they could show courage and act more courageously in the future. 	<p>Why is prayer important? How do different faiths pray? Pupils are able to:</p> <ul style="list-style-type: none"> Explain why people of faith spend time praying, giving examples of how different religions pray. Consider the importance of prayer in the lives of different faith groups, evaluating the impact of prayer on their lives. Discuss the impact of prayer on their own life, using real life experiences. Compare the ways people of different religions pray.

<p>Why is honesty important for everyone? Pupils are able to:</p> <ul style="list-style-type: none"> • Understand what the word honest means. • Talk about how we can be honest. • Talk about lying and how it can be bad for us. • Role-play stories that teach us about lying. • Begin to think about what different religions say about honesty. • Why honesty is important. <p>Why are religious stories important? Pupils are able to:</p> <ul style="list-style-type: none"> • Talk about their favourite stories. • Say why they are their favourite. • Think about religious stories that they have heard. • Retell some basic stories from different religions. • Draw pictures to show their favourite stories. 	<p>How can faith help us care for others? Pupils are able to:</p> <ul style="list-style-type: none"> • Define what the word 'caring' means. • Talk about what it means to care for someone else and how it might impact them. • Give examples of times when they have cared for someone and when they have been cared for. • Explain different religious teachings about caring for others. • Retell specific religious stories as examples of caring for each other. 	<ul style="list-style-type: none"> • Consider whether prayer is important in their life and explain why. • Talk about why people might pray even if they are not religious. 				
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Christianity						
EYFS	Cycle A KS1	Cycle B KS2	Cycle A LKS2	Cycle B LKS2	Cycle A UKS2	Cycle B UKS2
<p>See Understanding Christianity: EYFS planning</p> <p>Why is the word 'God' so important to Christians?</p> <p>Why do Christians</p>	<p>What do Christians believe God is like? Pupils are able to:</p> <ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. 	<p>Why does Christmas matter to Christians? Pupils are able to:</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. 	<p>What do Christian's learn from the creation story? Pupils are able to:</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. 	<p>What kind of world did Jesus want? Pupils are able to:</p> <ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians 	<p>What does it mean if God is holy and loving? Pupils are able to:</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical 	<p>Creation and science: conflicting or complementary? Pupils are able to:</p> <ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose.

<p>perform Nativity plays at Christmas?</p> <p>Why do Christians out a cross in an Easter Garden?</p>	<ul style="list-style-type: none"> • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Who made the world? Pupils are able to:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what 	<ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. <p>What is the good news Jesus brings? Pupils are able to:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good 	<ul style="list-style-type: none"> • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways. • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. <p>What is it like to follow God? Pupils are able to:</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that 	<p>today try to follow Jesus and be 'fishers of people'.</p> <ul style="list-style-type: none"> • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. <p>What is the Trinity? Pupils are able to:</p> <ul style="list-style-type: none"> • Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. • Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in the way they live. 	<p>texts and Christian ideas of God, using theological terms.</p> <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. • Show how Christians put their beliefs into practice in worship. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <p>Was Jesus the messiah? Pupils are able to:</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their 	<ul style="list-style-type: none"> • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. <p>What would Jesus do? Pupils are able to:</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
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	<p>Christians do say thank you to God for the Creation.</p> <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world. 	<p>news to the friendless.</p> <ul style="list-style-type: none"> Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>Why does Easter matter to Christians? Pupils are able to:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. 	<p>Christians make at a wedding ceremony.</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. <p>What is the trinity? Pupils are able to:</p> <ul style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. 	<ul style="list-style-type: none"> Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. <p>Why do Christians call the day that Jesus died 'Good Friday'? Pupils are able to:</p> <ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the 	<p>beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <ul style="list-style-type: none"> Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. <p>What did Jesus do to save human beings? Pupils are able to:</p> <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. 	<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. <p>What difference does the resurrection make to Christians? Pupils are able to:</p> <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope.
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	Judaism	Buddhism	Sikhism	Hinduism	Islam	
	KS1		LKS2		UKS2	
	<p>What is important to Jewish people? Pupils are able to:</p> <ul style="list-style-type: none"> Know that Abraham founded Judaism and begin to explain how and why this happened. Know that Judaism was founded in Israel and begin to locate this on a map. Understand that Jews believe there is only one God. Understand that Jews live by ten key rules and explain what these are. Act out how the covenant made between God and Abraham. Draw Jewish symbols and say their names. 	<p>What do Buddhists believe and why? Pupils are able to:</p> <ul style="list-style-type: none"> Identify the main beliefs of Buddhism (the 4 truths) Locate where Buddhism originated from on a map (Asia). Describe how Buddhism developed through the story of the first Buddha. Discuss what meditation is and think about how it might relate to our lives. Suggest ways in which we can live a 'better' life. 	<p>How far would a Sikh go for his/her religion? (Do religious people lead better lives?) Pupils are able to:</p> <ul style="list-style-type: none"> Use the correct terminology for Sikh symbols or practices and talk about them. List the 5 key Sikh beliefs and explain in detail what each one entails. Make links between how Sikhs practise their religion and the beliefs that underpin this. Study quotes from a religious book as explain what they mean. Make connections to their own life, 	<p>What is important to Hindus? Pupils are able to:</p> <ul style="list-style-type: none"> Locate and explain where Hinduism was founded, and who founded it. Explain the main beliefs that Hindus share. Name the main Hindu deities and symbols. Explain what different Hindu symbols they mean or represent. <p>How do Hindus pray and worship? Pupils are able to:</p> <ul style="list-style-type: none"> Identify where Hindus worship and which places are special to them. 	<p>What do Muslims believe about God and the prophet? Pupils are able to:</p> <ul style="list-style-type: none"> Explain the core Muslims beliefs about God. Describe what the Quran says about Allah and the Prophet Muhammad. Identify and describe the 5 pillars of Islam, and how they may impact a Muslims life. Make connections between Islam and other religions, discussing the similarities and differences between them. Reflect on their own beliefs and opinions of God. 	<p>How do Muslim values fit with modern life? Pupils are able to:</p> <ul style="list-style-type: none"> Describe what happens during Ramadan, particularly looking at everyday life for Muslims. Suggest reasons why Muslims may find it difficult to fast during Ramadan. Define Salat, and discuss why this is important to Muslims, linking in their knowledge of Wudu. Understand the difficulties Muslims have living out their beliefs.

	<p>How do Jews pray? Pupils are able to:</p> <ul style="list-style-type: none"> • Know what a synagogue is and why it is important to Jews. • Name the key Jewish Festivals. • Understand items which are important to Jews. • Label the key parts inside a synagogue. • Talk about how Jews dress during worship. • Discuss the similarities and differences between synagogues and other places of worship. <p>Explain what the Torah is, and discuss why it is important.</p>	<p>Identify and draw the 2 main Buddhist symbols.</p> <p>How do Buddhists live? Pupils are able to:</p> <ul style="list-style-type: none"> • Talk about the 8 fold path and some of the different elements. • Draw a dharma wheel and label it with the different elements of the 8 fold path. • Discuss Buddhist symbols such as the Dharma wheel. • Say why the 8 fold path is important to Buddhists. • Compare Buddhist beliefs to that of other religions. • Talk about what Buddhists believe happens to them when they die (Nirvana) 	<p>explaining and evaluating how faith impacts them.</p> <p>What is the best way for a Sikh to show commitment to God? Pupils are able to:</p> <ul style="list-style-type: none"> • Discuss the differences between Sikhism and other large religions. • Understand how Sikhs show their commitment to God, and evaluate if there is a best way. • Evaluate whether it is always easy to show commitment to your God, and how modern society can impact on your faith. • Explain the 5Ks and their importance to Sikhs. • Use key vocabulary to describe key elements of the Sikh faith (e.g. Guru Granth Sahib) • Discuss how Sikhs treat the Guru Granth Sahib, and to be able to justify why they do it. 	<ul style="list-style-type: none"> • Know that Hindus have more than one Holy book. • Demonstrate understanding of the different holy books. • Distinguish the similarities and differences between worshipping at a Mandir and at home. • Name and describe some special Hindu festivals. • Retell one of the stories celebrated during a special Hindu festival. 		<p>Explain the importance of Hajj, detailing the different stages and how each one is significant.</p>
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