

Thrapston Primary School Skills Progression

Subject Area: Religious Education



Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing about and understanding religions and worldviews.	<ol style="list-style-type: none"> Identify places that are special to them and know that there are different places that are special to other people. Know that religious stories are linked to festivals and celebrations i.e., Christmas. 	<ol style="list-style-type: none"> Talk about some of the stories that are used in religious contexts and why people still read them. Identify a special time they celebrate and what celebration means. Recognise some symbols and images used to express ideas. Recognise that there are special places where people go to worship and talk about what people do there. 	<ol style="list-style-type: none"> Talk about ways in which religious figures are special. Retell some stories behind festivals. Recognise religious objects and suggest why they are important and how they are used. Make simple links between belief and practice. Make links between the messages within sacred texts and the way people live. 	<ol style="list-style-type: none"> Retell stories linked to festivals and say why they are important to believers. Retell and suggest the meanings of stories from sacred texts about people who encountered God. Recall and name some stories from sacred texts that inspire. Identify similarities and differences in the way festivals are celebrated within and between religions. Recall and name some of the ways religions mark milestones of commitment. 	<ol style="list-style-type: none"> Describe some of the ways religious groups describe God. Give simple definitions of some key religious terminology such as ritual, monotheism, atheism. Make connections between beliefs and the way people live. Describe the practise of prayer, including what some believers say or do as they pray. Make connections between religious beliefs and subsequent actions. 	<ol style="list-style-type: none"> Make connections between stories within sacred texts. Make connections between stories, symbols and beliefs and subsequent actions. Identify the major religions represented in the local area. Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation. Suggest why some people see life as a journey and identify some of the key milestones on this journey. 	<ol style="list-style-type: none"> Make connections between the key functions of a religious building and the beliefs of the religious community. Outline religious and/or non-religious beliefs about life after death. Describe and make connections between examples of religious practices. Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil. Make connections between beliefs and behaviour in different religions. Describe what happens in ceremonies of commitment and say what these rituals mean.

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Expressing and communicating ideas related to religions and worldviews.	1. Listening with respect to the views and ideas of others	1. Recognise ways that people treat their sacred books. 2. Talk about how religions teach people that they are valuable, giving simple examples. 3. Talk about what is special and of value about belonging to a group that is important to them. 4. Show an awareness that some people belong to different religions.	1. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. 2. Identify ways that festivals are marked and identify how this might make people feel. 3. Talk about special religious days and give examples of what might be done to celebrate. 4. Talk about ways in which stories, objects, symbols and actions show what people believe. 5. Ask questions and suggest answers to questions about stories to do with religious festivals. 6. Identify ways that some people make a response to God by caring for others and the world.	1. Recognise and identify some differences between religious festivals and other types of celebrations. 2. Identify beliefs about God. 3. Recall and talk about some rules for living in religious traditions. 4. Give examples of how and suggest reasons why religious groups use their sacred text today.	1. Identify how and say why it makes a difference to people's lives to believe in God. 2. Suggest why having faith or belief in something can be hard. 3. Describe ways in which prayer can comfort and challenge believers. 4. Respond thoughtfully to examples of how praying helps religious believers. 5. Give examples of ways in which some inspirational people have been guided by their religion.	1. Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live. 2. Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. 3. Suggest reasons why marking milestones of life are important to religious communities.	1. Express ideas about how and why religion can help believers when times are hard, giving examples. 2. Explain some similarities and differences between beliefs about life after death. 3. Explain some reasons why groups of people have different ideas about an afterlife. 4. Outline the challenges of belonging to a religious community in Britain today. 5. Consider similarities and differences between beliefs and behaviour in different faiths.

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<p>Gaining and deploying the skills for studying religions and worldviews.</p>		<p>1. Expressing their own thoughts about stories and people that they learn about</p>	<p>1. Ask some questions about believing in God and offer some ideas of their own.</p> <p>2. Ask and suggest answers to questions arising from stories across more than one faith.</p> <p>3. Talk about issues of good and bad, right and wrong arising from stories.</p> <p>4. Use creative ways to express their own ideas about the creation story.</p>	<p>1. Suggest some ideas about good ways to treat others arising from their learning.</p> <p>2. Find out about at least two teachings from religions about how to live a good life.</p>	<p>1. Ask questions and suggest some of their own responses to ideas about God.</p> <p>2. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>3. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> <p>4. Discuss their own ideas about how people decide right and wrong.</p>	<p>1. Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.</p>	<p>1. Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</p>

Year group	TERM	Area of study	Primary skills and progression		
			Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews.
EYFS	1	Ourselves: I am special		1	
	2	Festivals: Hannukah, Diwali, Christmas	2	1	
	3	People who help us, special people and special places: ongoing within learning	1	1	
	4	Special books		1	
	5	People who help us, special people and special places: ongoing within learning	1	1	
	6				
Year 1	1	Books and Stories in Christianity: What do Christians learn from the Bible?	1	1	1
	2				
	3	The Family in Judaism: How does being Jewish make a difference to family and celebration?	2,3	2,3,4	1
	4				
	5	Places in Christianity: What makes a place special for Christian people?	4	1,3,4	1
	6				
Year 2	1	People in Christianity: What can we learn from Jesus?	1,2,4	1,2,4	3
	2				
	3	The Torah: How does the Torah influence the lives of Jewish people?	2,3,4,5	1,3,4,5	2,3,4
	4				
	5	People in Christianity: What can we learn from St Francis and other Christians?	4,5	4,6	3
	6	Questions about God: How do a Christian's idea about God compare with my own?	4	6	1
Year 3	1	Jesus: Why is Jesus an inspirational leader for some people? (Part 1)	2,3,	2,4	1,2
	2	The Church Year: Christmas: a festival of light or love?	1,4	1,4	1
	3	Jesus: Why is Jesus an inspirational leader for some people? (Part 2)	2,3	2,4	1,2
	4	The Church Year: Easter: a festival of new life or sacrifice?	1,4	1,4	1
	5	Judaism: What are the key festivals and celebrations and what do they signify?	1,4,5	1,2,3,4	1,2
	6				
Year 4	1	Islam: Keeping the five pillars - what difference does it make?	1,2,3	1,2	2
	2				
	3	Values: What matters most to Christians and Humanists?	2,3	1,2	1,3,4
	4				
	5	Prayer: How and why do Muslims and Jews pray?	4	3,4	1
	6	Christianity in Action: What difference do Christians make towards addressing some of the problems in the UK today?	5	5	3,4
Year 5	1	Stories of Faith: What can we learn from stories shared by Christians, Jews and Muslims?	1,2	1	1
	2				
	3	Religions in our Community: How can we build a more respectful Northamptonshire?	3	1	1
	4				
	5	Hinduism: What can we learnt from some aspects of the Hindu religion?	4,5	2,3	1
	6				

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Year 6	1	Sikhism in Britain: What is important to a Sikh in Britain today?	1,2,3,5,6	2,3,4,5	1
	2				
	3	Buddhism: What does it mean to be a Buddhist?	1,2,3,5	2,3,5	1
	4				
	5	Words of Wisdom: What can we learn from Sikh, Christian and Muslim wisdom?	4,5	1,5	1
6					