

# Great Ellingham and Rocklands Primary Schools

## RE - Skills Progression



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Recreate religious and belief stories through small world play.</li> <li>• Talk about sacred text</li> <li>• Raise puzzling and interesting questions about religious and belief stories.</li> <li>• Raise puzzling and interesting questions about the world around them. • Talk about what concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Asking I wonder questions about the world around them.</li> <li>• Using their senses to investigate worship in different religious traditions</li> <li>• Use your senses to justify a belief that they hold.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell at least one narrative where light is an important symbol.</li> <li>• Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.</li> <li>• Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily live</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of ways in which religious belief can impact daily life.</li> <li>• Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.</li> <li>• Identify some similarities and differences in how people practise and express beliefs about commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Bible as a source of authority for Christians.</li> <li>• Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.</li> <li>• Identify the crucifixion of Jesus as an event which has shaped Christian belief.</li> <li>• Describe how individuals, communities, society and experiences can shape beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the different philosophical answers to questions relating to meaning and existence</li> <li>• Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas for example.</li> <li>• Explain, using a range of reasons, whether a position or argument is coherent and logical.</li> <li>• Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the controversial nature of this topic, explaining divergent views relating to it.</li> <li>• Explain what at least two religions believe about peace and conflict.</li> <li>• Analyse the relationship between peace and pacifism.</li> <li>• Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognise the meanings of the</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the Christmas story.</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of the Biblical origins of</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different philosophical answers to questions relating</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness that talking about</li> </ul>	<ul style="list-style-type: none"> <li>• Explain different sources of authority</li> </ul>

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<p>them about different ways in which people behave.</p> <ul style="list-style-type: none"> <li>• Say what matters to them or is of value.</li> <li>• Use their senses to investigate religion and belief</li> <li>• Identify simple features of religious life and practice in a family context.</li> </ul>	<p>term Christian, Jewish &amp; Muslim</p> <ul style="list-style-type: none"> <li>• Recognise practices associated with the festivals of (Christmas) and (Eid-ul-Fitr) or Hanukah.</li> <li>• Recognise ways in which a celebration can encourage a sense of belonging within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that Christians believe Jesus was sent by God to be him in the flesh.</li> <li>• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>• Recognise the connection between Christmas and Easter</li> </ul>	<p>Christian teachings of the Trinity.</p> <ul style="list-style-type: none"> <li>• Identify different types/genres of writing within the Bible.</li> <li>• Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).</li> <li>• Identify how Christian baptism uses and expresses the doctrine of Trinity.</li> <li>• Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world</li> </ul>	<p>to meaning and existence including God as truth and the concept of pantheism.</p> <ul style="list-style-type: none"> <li>• Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.</li> <li>• Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts</li> </ul>	<p>religion and belief can be complex.</p> <ul style="list-style-type: none"> <li>• Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</li> <li>• Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.</li> </ul>	<p>and the connections with beliefs.</p> <ul style="list-style-type: none"> <li>• Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</li> <li>• Explain connections different beliefs being studied and link them to sources of authority using theological terms.</li> <li>• Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.</li> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• Retell the Old Testament/TaNak Jewish/Christian story of Creation. Know that is something Jews</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how Jewish beliefs impact on their worship and sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the difference between knowing and believing.</li> <li>• Decide if a reason or argument based on a</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in</li> </ul>	<ul style="list-style-type: none"> <li>• Explain divergent role of music in worship and festivals in the life of the Christian Church.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to analyse and evaluate a range of philosophical answers to questions about the world around them,</li> </ul>



	<p>and Christians share.</p> <ul style="list-style-type: none"> <li>• Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.</li> <li>• Recognise that the practice of Shabbat shows a strong relationship between Jewish people and God.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some Jewish symbols and artefacts.</li> <li>• Identify different ways in which Jewish people show they belong to their faith family.</li> <li>• Recognise the diversity in Judaism.</li> </ul>	<p>religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.</p> <ul style="list-style-type: none"> <li>• Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'</li> </ul>	<p>God's sight impact on and influence individual lives, communities and society.</p> <ul style="list-style-type: none"> <li>• Describe ways in which dharma impacts on and influences Hindu life and society.</li> <li>• Describe some of the varying ways in which religious beliefs are practised both locally and globally with reference to Christianity and Hinduism.</li> <li>• Identify ways in which beliefs might make a Christian or Hindu think about how they live their life</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how art has been used in Christianity to reflect key events and facilitate worship.</li> <li>• Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.</li> <li>• Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history</li> </ul>	<p>including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.</p> <ul style="list-style-type: none"> <li>• Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.</li> <li>• Use well-chosen pieces of evidence to support and counter a particular argument.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give a clear simple account of the Easter story</li> <li>• Recognise that the Easter story contains Christian beliefs about salvation</li> <li>• Recognise that the Easter story is a source of hope for Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that Passover (Pesach) is a Jewish festival.</li> <li>• Identify ways in which Passover can have an impact on Jewish daily life and family.</li> <li>• Identify evidence of religion and belief especially in the local area</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation.</li> <li>• Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the difference between the terms 'religion' and 'belief'.</li> <li>• Describe some of the varying ways in which Christianity is practised locally, nationally and globally.</li> <li>• Identify events in history which have influenced</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.</li> <li>• Describe the divergent Christian interpretations of the resurrection.</li> <li>• Describe the significance of resurrection and how</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.</li> <li>• Explain the connections and divergence between different theories, and how they may fit</li> </ul>



			<p>Begin to understand this in the context of the three Abrahamic religions.</p> <ul style="list-style-type: none"> <li>• Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.</li> <li>• Recognise that there are many different answers to the question, 'What is God like?'</li> </ul>	<p>Christianity, especially the East-West Schism and the Reformation</p>	<p>it shapes how Christians see the world and others.</p> <ul style="list-style-type: none"> <li>• Describe how the resurrection affects how Christians might live their lives</li> </ul>	<p>together or disagree entirely.</p> <ul style="list-style-type: none"> <li>• Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ask at least one question about the origin of the universe.</li> <li>• Give a simple reason, using the word 'because', for the origin of the universe.</li> <li>• Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories)</li> <li>• Know that beliefs about the origin of the universe</li> </ul>	<ul style="list-style-type: none"> <li>• To give a reason why a member of at least one religious community might believe in God.</li> <li>• To give a reason why a person might not believe in God.</li> <li>• To give an example of what a member of a religious community might believe about God.</li> <li>• Make connections between people's beliefs of right and wrong and their belief about God</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how a person's beliefs and actions align them with the religion of Islam.</li> <li>• Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.</li> <li>• Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different philosophical and theological answers to questions about sacrifice</li> <li>• Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world</li> <li>• Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims</li> <li>• Give reasons for more than one point of view on the importance of sacrifice, providing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different sources of authority and how they link with beliefs.</li> <li>• Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</li> <li>• Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.</li> <li>• Explain a range of answers to ethical and moral questions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.</li> <li>• 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.</li> <li>• Begin to analyse and evaluate a range of philosophical answers to questions about the world</li> </ul>

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	<p>influence how individual treat the world around them.</p>			<p>pieces of the evidence to support these views in both philosophy and sacred texts.</p>	<p>and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p> <ul style="list-style-type: none"><li>• Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</li></ul>	<p>around them, including questions relating to meaning and existence.</p> <ul style="list-style-type: none"><li>• 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</li></ul>
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