



Progression of Knowledge and Skills in Religious Education

PROGRESSION OF KNOWLEDGE							
EYFS							
Understanding the world, people and communities. Join in with family celebrations (birthdays, etc), being aware of different ways of life.							
YEAR 1							
Spiritual, Moral, Social and Cultural Development (SMSC)	Christianity	Buddhism	Hinduism	Islam	Judaism	Sikhism	Non-religions such as Humanism
<p>To explain their family unit and its activities. To express an interest in other family situations and activities. To know that people have feelings about different things. To express themselves in different ways. Autumn 1 Myself LCP 3,5,6</p> <p>To understand more about what it means to belong to a country. To understand what it means to be a world citizen. Summer 1 Belonging LCP 5,6</p>	<p>Recall and name beliefs of Christianity and its associated main festivals. Autumn 2 Celebrations LCP 3,5,6</p> <p>To retell different parts of the Christmas story and explain their significance. Spring 1 Stories LCP 1,2,3</p> <p>To retell two Christian stories, Distinguishing between a story Jesus told and a story told about Jesus.</p>		<p>Recall and name beliefs of Hinduism and its main festivals. (Divali, Holi, Raksha bandhan)</p>	<p>Recall and name beliefs of Islam and its main festivals. To retell stories about Muhammad (pbuh). To understand how the stories influence the way Muslims live. Spring 1 Stories</p> <p>To know more about Muslim beliefs To be aware that not all Muslims believe the same things Summer 2 Beliefs</p>	<p>Recall and name beliefs of Judaism and its main festivals. To explain the Jewish festival of Hanukkah and why it is celebrated Autumn 2 Celebrations</p> <p>To retell the Jewish story of creation To discuss its significance to the Jewish way of living Spring 1 Stories</p>	<p>Recall and name beliefs of Sikhism and its main festivals. To explain who Guru Nanak was and how his life is celebrated by Sikhs Autumn 2 Celebrations</p>	

	<p>Spring 2 – Special People LCP 4,5,6</p> <p>To say how the stories influence the Christian way of life. To know about some of the miracles of Jesus. To know about Jesus' healing. To know about the events leading up to Easter Day and their importance for Christians.</p> <p>To explain what we think about God and our reasons for those views To understand that we can have mixed views or views that can change in the light of experience To explain what some Christians think about God and how this influences their lives</p> <p>Summer 2 Beliefs LCP 1,2,3,6</p> <p>Place of Worship Visit Church</p>						
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YEAR 2

	Recognise Christian symbols and their relevance.	Recognise Buddhist symbols and their relevance.	Recognise Hindu symbols and their relevance.	Recognise Islamic symbols and their relevance.	Recognise symbols of Judaism and their relevance.	Recognise symbols of Sikhism and their relevance.	Recall and name beliefs of non-religious views such as Humanism Recognise
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	<p>Describe the main beliefs of Christianity.</p> <p>Autumn 1 Myself LCP 3,4,5 Looking at messages given in the Bible. Understanding fairness and cooperation.</p> <p>Autumn 2 Celebrations LCP 3, 5,6 Learning about Advent and Christingle.</p> <p>Spring 1 Stories, 1,2,4,6 Identifying the morals in fables. Hearing a Bible story – The Widow’s Mite. Writing stories with morals.</p> <p>Spring 2 Leaders and Teachers LCP 1,2 3 4 Identifying leaders we know. Learning what happened in the Easter story.</p> <p>Summer 1 Belonging LCP 5,6 Summer 2 Beliefs LCP 1,2,5,6 Learning more about the importance of the Bible to Christians</p>	<p>Describe the main beliefs of Buddhism.</p>	<p>Describe the main beliefs of Hinduism.</p> <p>Autumn 2 Celebrations Learning about the festival of Divali.</p> <p>Summer 1 Belonging Looking at Hindu worship.</p> <p>Place of Worship Visit Hindu Temple</p>	<p>Describe the main beliefs of Islam.</p> <p>Autumn 1 Myself Looking at messages given in the Qur’an.</p> <p>Autumn 2 Celebrations Learning about the festival of Eid.</p> <p>Spring 1 Stories Hearing a Muslim story. – The Wise Rabbit.</p> <p>Spring 2 Leaders and Teachers Learning why Muhammad (pbuh) is a role model.</p> <p>Summer 2 Beliefs Discovering more about Islam and the Muslim holy book.</p>	<p>Describe the main beliefs of Judaism.</p> <p>Spring 2 Leaders and Teachers Hearing the story of Exodus – Moses and the great exodus.</p> <p>Summer 2 Beliefs Hearing a Jewish creation story.</p>	<p>Describe the main beliefs of Sikhism.</p> <p>Spring 1 Stories Hearing the Sikh story of Baisakhi.</p>	<p>symbols of non-religious views and their relevance. Describe the main beliefs.</p> <p>Summer 1 Belonging Looking at what is important to people who do not follow a faith.</p>
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YEAR 3

<p>Understand that personal experiences and feelings can</p>	<p>Describe the key beliefs and teachings of Christianity and compare to other</p>	<p>Describe the key beliefs and teachings of Buddhism and compare to other</p>	<p>Describe the key beliefs and teachings of Hinduism and compare to other</p>	<p>Describe the key beliefs and teachings of Islam and compare to other religions.</p>	<p>Describe the key beliefs and teachings of Judaism and compare to other</p>	<p>Describe the key beliefs and teachings of Sikhism and compare to other</p>	<p>Describe the key beliefs and teachings of non-religious views such as Humanism</p>
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<p>influence their attitudes and actions.</p> <p>Autumn 2 Right and wrong LCP 1,2,3,4</p> <p>Doing the right thing. Making choices. A good influence. Wrong choices.</p>	<p>religions. Expand knowledge of other world religions from KS1</p> <p>Refer to religious figures and holy books.</p> <p>Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>Autumn 1 Birth ceremonies</p> <p>What does a baby need? Christian baptism</p> <p>Christmas Question – Why are presents given at Christmas?</p> <p>Spring 1 Christianity LCP Lessons 1 – 6</p> <p>The birth of Jesus A gift from God Lost in Jerusalem Jesus' baptism The temptation of Jesus Jesus' disciples Miracles</p> <p>Spring 2 Easter Question – What happened during Jesus' last week on Earth?</p> <p>Summer 1 Creation LCP 1,2,3,4,5,6</p>	<p>religions. Expand knowledge of other world religions from KS1</p> <p>Refer to religious figures and holy books</p>	<p>religions. Expand knowledge of other world religions from KS1</p> <p>Refer to religious figures and holy books</p>	<p>Expand knowledge of other world religions from KS1.</p> <p>Refer to religious figures and holy books.</p> <p>Autumn 1 Birth ceremonies</p> <p>Muslim birth ceremonies.</p>	<p>religions. Expand knowledge of other world religions from KS1.</p> <p>Refer to religious figures and holy books.</p> <p>Spring 2 Judaism (in Y4 files) LCP 1 - 12</p> <p>Abram Moses The Exodus The Ten Commandments The Sabbath Prayer Rosh Hashanah Yom Kippur Food Reflecting on learning</p> <p>Place of Worship Visit Synagogue</p>	<p>religions. Expand knowledge of other world religions from KS1</p> <p>Refer to religious figures and holy books.</p> <p>Autumn 1 Birth ceremonies</p> <p>Sikh birth ceremonies.</p>	<p>and compare to other religions. Expand knowledge of other world religions from KS1</p>
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	<p>Making something new Seven days Source of life A view from the East As science sees it Summer 2 Caring for the environment How do you feel? How God feels Small creatures Trees Water</p>						
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YEAR 4

<p>Explore a range of beliefs, symbols and actions to express meaning. Explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, and explaining the meaning in a story.</p> <p>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> <p>Understand that there are similarities and differences between</p>	<p>Autumn 1 Becoming an adult</p> <p>Comment on the concepts of belonging, identity and meaning.</p> <p>What does belonging to a religion look like, through practices and rituals, and what might it involve? Discuss and present thoughtfully their own and others' views.</p> <p>Belonging to a group</p> <p>Confirmation and believer's baptism</p> <p>Taking responsibility</p> <p>Initiation ceremonies</p> <p>Autumn 2 Inspirational people</p> <p>LCP Lessons</p> <p>Offer suggestions about why religious and non-religious leaders and followers</p>			<p>Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>Describe religious buildings and how they are used.</p> <p>Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> <p>Explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <p>Spring 1 Islam (in Y5 files) LCP 1,2,3,4,5,6</p> <p>The final prophet of Islam</p> <p>The Bilal mystery</p>	<p>Autumn 1 Becoming an adult</p> <p>Bar Mitzvah</p>	<p>Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>Describe religious buildings and how they are used.</p> <p>Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> <p>Explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <p>Autumn 1 Becoming an adult</p> <p>The Amrit ceremony</p>	
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<p>people and respect those differences.</p> <p>Develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives.</p> <p>Begin to understand the concept of shared values and how a community can use shared values.</p> <p>Describe how shared values in a community can affect behaviour and outcomes;</p> <p>Discuss and give opinions on morals and values, including their own.</p> <p>Summer 2 Life's big questions (In Y5 files)</p> <p>Ultimate questions Is there a God? Communication Stewardship Rules for life (a Hindu story) Rules for life (a Buddhist story) Answers</p>	<p>have acted the way they have;</p> <p>Ask questions that have no agreed answers, and offer suggestions as answers to those questions.</p> <p>Easter Question – How do Christians around the world celebrate Easter? Further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Spring 2 Neighbours LCP Lessons 1,2,3,4,5</p> <p>Who is my neighbour? When I needed a neighbour. Whose neighbour are you?</p>			<p>The five pillars of Islam Islamic prayer The Qur'an Good advice</p>		<p>Summer 1 Sikhism</p> <p>LCP 1-6</p> <p>A Sikh hero The early life of Guru Nanak Guru Nanak visits heaven Guru Nanak's travels A travelling companion After Guru Nanak</p> <p>Place of Worship Visit Gurdwara</p>	
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<p>Develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Understand the concept of shared values and how a community can use shared values.</p> <p>Autumn 2 Moral Maze (Y6 files) LCP 1 – 5</p> <p>Jonah's dilemmas Actions and beliefs Religious dress Moral choices Solving dilemmas</p> <p>Summer 2 Justice LCP 1-6</p> <p>Its not fair! Who can bring justice? Forgiveness Prayers for justice Fair trade Sheep and goats (To be re-visited in Year 6 Autumn 1)</p>	<p>Explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Autumn 1 Marriage LCP 1-7</p> <p>Relationships Love Christian wedding Jewish wedding Arranged marriage Sikh Wedding When relationships go wrong</p> <p>Christmas Question Where can we find out about the birth of Jesus?</p> <p>Easter Question – Why is Easter important to Christians?</p>	<p>Explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p>	<p>Explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Spring 2 Hinduism LCP 1 – 6</p> <p>A supreme power Trimurti Scriptures Gods and goddesses Living things Worship</p>	<p>Explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Spring 1 Islam</p> <p>What does it mean to be a Muslim? LCP 7-12</p> <p>A mosque Hajj What is zakah? Fasting and feasting Should Ahmed go to war? Learning from Islam</p> <p>Place of Worship Visit Mosque</p>	<p>Explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Summer 1 Sikhism LCP 7 – 12</p> <p>What does it mean to be a Sikh? I can explain the beliefs and/or traditions of Sikhism.</p>	<p>Explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p>
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YEAR 6

<p>Spring 2 War and suffering LCP Lessons 1,2,3,4,5 (In Y4 files bookmarks)</p> <p>Second World War</p>	<p>Explain why individuals and communities may have similar and differing values</p>	<p>Explain practices and lifestyles associated with belonging to a faith.</p>	<p>Autumn 1 Hinduism LCP 7 – 12</p> <p>Dharma and karma Important times Pilgrimage</p>	<p>Spring 1 What happens when we die?</p> <p>Questions and answers Body and soul</p>	<p>Explain practices and lifestyles associated with belonging to a non-religious community.</p>
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<p>Why are there wars? Why is there suffering? Responses to suffering Christmas day truce</p> <p>Summer 2 Race and diversity LCP 1 - 6 Discrimination Racism Rosa Parks Martin Luther King Multifaith centres</p>	<p>Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</p> <p>Express their own values while respecting the values of others.</p> <p>Christmas Question How can artists help us understand Christmas?</p> <p>Spring 2 Easter story followed</p> <p>Easter Question How do we know what happened at Easter?</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Autumn 1 Buddhism LCP 1 - 6</p> <p>What is the Buddhist way of life?</p> <p>Looking for answers Four Noble Truths Sacred scriptures Guidelines for life Devotion</p> <p>Reflecting on learning</p> <p>Place of Worship Visit Buddhist temple</p>		<p>Diwali Reflecting on learning</p>	<p>Reincarnation Judgement The Christian funeral The Adhan A non-religious response</p>		<p>Autumn 2 Humanism LCP 1-6 Humanist beliefs The Golden Rule The moral of the story A friend in need Welcoming a baby Rules for life</p>
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Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills. RE is taught following the London Borough of Richmond's Locally Agreed Syllabus (2020).

PROGRESSION OF SKILLS						
EYFS	Discussing similarities and differences in their lives and the lives of people around them.					
	Reflection	Empathy	Investigation	Interpretation and Evaluation	Analysis and Synthesis	Application and Expression
Year 1	Talk about own feelings.	Talk about relationships in the home and with friends.	Look at ideas that are puzzling them and begin to ask questions.	Talk about religious artefacts.		
Year 2	Reflect on own feelings and respond sensitively to the feeling of others.	Begin to develop the ability to identify feelings such as	Ask questions about different religions they have learnt about.	Begin to find meaning religious artefacts and works of art.		

		love, wonder, forgiveness and sorrow.				
Year 3	Think and speak carefully about religious topics.	Develop the ability to identify feelings such as love, wonder, forgiveness and sorrow.	Gather information about different religions from various sources.	Draw meaning from artefacts, works of art, music, poetry and symbolism.		Begin to explain religious concepts, rituals and practices.
Year 4	Ponder on own feelings and the feelings and relationships with others.	Seeing the world through the eyes of others, and seeing issues from their point of view.	Gather information about different religions from various sources and compare similarities and differences.	Interpret religious language and what it means.	Examine and understand the features of different religions.	Explain religious concepts, rituals and practices.
Year 5	Reflect on own experiences and relationships with others.	Seeing the world through the eyes of others, and seeing issues from their point of view Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow.	Present information they have gathered from a range of different sources.	Debate issues of religious significance. Suggest meanings of religious texts.	Distinguish between opinion and fact. Distinguish between the features of different religions.	Express religious views, and respond to religious questions through a variety of media.
Year 6	Consider and reflect upon ultimate questions, beliefs and practices.	Vicariously experiencing the feelings, thoughts and experience of another and being sensitive to them.	Consider and investigate what may constitute evidence for justifying beliefs in religion.	Debate issues of religious significance referring to evidence.	Link significant features of religion together in a coherent pattern. Connect different aspects of life into a meaningful whole Distinguish between opinion and fact.	Link religion and individual, community, national and international life making association between them all.