Reception RE Skills progression

RE in EYFS will prepare children for the multi-disciplinary approach. Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.		
Christianity and at least **one** other religion or worldview		
Theology: Thinking through believing	**Philosophy: Thinking through thinking**	**Human/Social Sciences: Thinking through living**
Questions you might ask: • What does this *religious word* mean? How do we say this *religious word*? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? • What is a belief • Why is this sacred book important?	Questions you might ask: • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true?	Questions you might ask: • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in [place of worship]? • What do these symbols mean?
• Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts	• Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief.	• Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews orginated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief.

https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/(website with EYFS planning resources).

Year 1 RE Skills progression

Disciplinary lens	Enquiry	Skills
Theology	What do Christians believe God is like? (Understanding Christianity- God, unit 1.1)	• I can explain the story of The Lost Son and explain how this links to the Christian view of God as the father. • I know that Christians believe in God and they find out about God in the Bible. • I know that Christians worship God and try to live in ways that please him.
Philosophy	What do my senses tell me about the world of religion and belief? (DON E1: Christian & Hindu) https://www.youtube.com/watch?v=o-s0mN5P8jo	• I can ask 'I wonder…' questions about the world around us. • I can explain how using your senses makes an experience more enjoyable/ memorable. • I can talk about how senses are used as part of Hindu worship at a shrine.
Human/ Social sciences.	How does a celebration bring a community together? (Jewish Shabbat/ Christian Harvest) (DON E2: Jewish & Christian)	• I can talk about how Shabbat and Harvest festivals bring their communities together. • I can retell the Jewish story of creation. • I can explain how the Jewish story of creation links to Shabbat. • I can name the key artefacts used during Shabbat (Candles, bread, cup, zemirot (songs) and begin to explain their relevance to Jewish people.

Year 2 RE Skills progression

Disciplinary lens	Enquiry	Skills
Theology	What does the Nativity story teach Christians about Jesus? (DON E2: Christianity)	• I can retell the Nativity story and I recognize that Christians believe that God became human in Jesus. • I recognize that incarnation and salvation are linked to one another for Christians. • I can explain how Christians use the Nativity story to influence their actions at Christmas eg., thankfulness and giving.
Philosophy	How did the universe come to be? (Hindu compared to Christian) (DON Y1 E5:)	• 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.
Human/ Social sciences.	How do Jewish people celebrate Passover (Pesach)? (DON E4: Jewish)	• I recognize that Passover is a Jewish festival. • I can explain how the celebration of Passover is linked to Jewish beliefs. • I can explain how Passover can have an impact on Jewish daily life and family.

Year 3 RE Skills progression

Disciplinary lens	Enquiry	Skills
Theology	What is the Bible, and how do people interpret it? (Christianity)	• I recognise the Bible as the sacred text for Christians, comprising the Old and New Testaments. I understand that it provides guidance on daily life and promotes values such as love and compassion. • I can explain how specific teachings of Jesus, such as "love your neighbour as yourself" (Matthew 22) and "do to others as you would want them to do to you" (Luke 6:31), would direct a Christian's behaviour. • I can explain how the Bible inspired Mother Teresa, teaching her to love and care for others. Helping her decide how to live her life- with love, kindness and care for everyone.
Philosophy	What is philosophy? (Christianity/ Humanism)	• I can ask big questions about life and the world around me (eg. 'Why do we have rules?' Or 'What makes someone a good friend?') • I can listen to a philosophical story and talk about right and wrong and explain why I think that. • I can explain how Christians make moral decisions based on the teachings of Jesus and reading the Bible. I can compare this with Humanists who promote everyone living happily together but do not believe in God.
Human/ Social sciences.	How do people express commitment to a religion in different ways? (DON E1: Christian & Muslim, ref to Sikhism)	• I can discuss the idea of commitment using examples in my own life or my classmates, and I show respect when discussing these. • I can explain why rites of passage are important in terms of religious identity. • I can explain similarities and differences between commitment ceremonies or rites of passage within Christianity, Judaism and Islam. (eg pilgrimage to Mecca, Barmitzvah, baptism)

Year 4 RE Skills progression

Disciplinary lens	Enquiry	Skills
Theology	Why do Christians call the day Jesus died 'Good Friday'?	• I can summarise the story of Jesus' arrest, trial, and crucifixion. • I can explain the concept of Sacrifice, and how this links to the theological importance of 'Good Friday'. • I can place 'Good Friday' in the context of Holy week- starting with palm Sunday and ending with Easter Sunday. • I can reflect on the emotions linked with Good Friday, showing empathy and connection to the story.
Philosophy	What does Sacrifice mean? (DON E5: Islam, Humanist, Christian	• I can explain examples of how religious people give up things as a commitment to their faith. • I can compare the importance of Ramadan for Muslims and how this is different to the Humanist view of duty to support others. • I can explain how I might need to make sacrifices in my own life.
Human/ Social sciences.	What difference does being a Christian make to daily life? (comparing Christianity in Africa and USA).	• I can compare a Christians daily routines with my own and discuss how they are different. • I can make links between a Christian's daily life in Africa and a Christian's daily life in the UK. • I can research famous Christians from the USA (eg. Chris Pratt, Carrie Underwood), and investigate how their faith makes a difference to their life.

Year 5 RE Skills progression

Disciplinary lens	Enquiry	Skills
Theology	How can following God bring freedom and justice? (Upper KS2, People of God, UC 2b3)	• I can explain that the Old Testament pieces together the story of the People of God. • I can explain what the story of Moses and the Exodus symbolises to Christians. • I can explain how Christians link this idea to how they live today.
Philosophy	Is believing in God reasonable? (DON E1: Multi/ Humanist)	• I can explain some of the ways philosophers understand abstract concepts such as arguments for the existence of God (eg. Pascal's Wager and Humanism as a philosophical stance). • I can explain using a range of reasons whether an argument is coherent and logical. • I can link pieces of evidence together to form my own argument to support or oppose the existence of God.
Human/ Social sciences.	How do religious groups contribute to society and culture? (DON Y4 E3: Hinduism)	• I can describe ways in which dharma impacts on and influences Hindu life and society. • I can explain the varying ways Hinduism is practiced both locally and nationally. • I can identify ways in which beliefs might make a Hindu think about how they live their life.

Year 6 RE Skills progression

Disciplinary lens	Enquiry	Skills
Theology	What difference does the resurrection make for Christians? (UC, upper KS2, 2B.7 Salvation).	• I can explain the 'big story' of the bible for Christians. • I can explain the importance of belief in Jesus' resurrection. • I can link these ideas with the Christian hope for life with God.
Philosophy	Creation and science: conflicting or complementary? (UC unit 2b2 Creation/ Fall) See also DON E4: Christian/ Humanist)	• I can begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. • I can explain the connections and divergence between different theories, and how they may fit together or disagree entirely. • I can begin to analyse the reliability of the sources of the different ideas of how the universe came to be.
Human/ Social sciences.	What does it mean to be a Humanist? (also ref to DON Y6 E3 Humanist sections only)	• I can explain the Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. • What should we think about death? | Narrated by Stephen Fry | #thatshumanism - YouTube I can explain the Humanist view of what happens when we die, and contrast this with the Christian view of eternal life with God in heaven. • I can create my own poster/guide to Humanism presenting the key ideas so that they can understood by a child from a younger year group.