



RE Progression in Knowledge and Skills

EYFS Non-statutory National Curriculum Framework for RE (NCFRE)

RE is a legal requirement for pupils in Reception and should, through planned, purposeful play and a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Pupils should encounter religions and beliefs through special people, books, stories, times, places and objects and by visiting places of worship. They should be introduced to subject-specific words and use all their senses to explore beliefs and practices. Pupils should be encouraged to ask questions and reflect on their feelings and experiences and use their imagination and curiosity to develop an appreciation of and wonder at the world.

The contribution of Religious Education to the 'Early Learning Goals':

The Early Learning Goals set out what most children should achieve by the end of the Early Years Foundation Stage. Religious Education can make an active contribution to all six areas of learning but has a particularly important contribution to make to personal, social and emotional development and knowledge and understanding of the world.

Communication and language:

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

Personal, social and emotional development:

- Children are confident speaking in a familiar group and will talk about their ideas.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences.
- They work as part of a group or class, and understand and follow the rules, adjusting their behaviour to different situations.
- They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Literacy

- Children read and understand simple sentences.
- They demonstrate understanding when talking with others about what they have read.
- They write simple sentences which can be read by themselves and others.

Understanding the world:

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things and are sensitive to this.
- They know about similarities and differences between themselves and others and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things.

- They talk about the features of their own immediate environment and how environments might vary from one another.

Expressive arts and design:

- Children sing songs, make music and dance.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

In planning for RE lessons, teachers should enable children to develop characteristics of effective learning by providing opportunities to:

- Investigate and experience things e.g. handle artefacts, visit places of worship.
- Play and explore e.g. respond to religious stories using toys or role play.
- 'Have a go', concentrate, persevere, enjoy achievements and develop strategies for doing things e.g. when responding to their experiences.
- Have and develop their own ideas and make links between ideas, e.g. when deciding how to present their learning to others.

Key Stage	Key Knowledge ENCOUNTER	Key Skills RESPONSE
	<ul style="list-style-type: none"> • Know that the Bible is a special book for Christians. <i>CHRISTIANITY Enquiry: How do Christians have special ways of welcoming babies?</i> • Know how Christians might celebrate the birth of Jesus. • Know the main points of the Christmas story. <i>CHRISTIANITY Enquiry: How do we know something is special?</i> • Know about what makes an object or a place special to Christians. <i>CHRISTIANITY Enquiry: What are the signs of new life?</i> • Know that Christians believe Jesus was the Son of God. • Know that Christians believe Jesus died and came to life again, (resurrection). • Jesus has 12 special friends called disciples. • Know that God is important to many people. 	<p>Beliefs and Teachings</p> <ul style="list-style-type: none"> • I can begin to describe the main beliefs of a religion. • I can begin to describe the main festivals of a religion. • I can begin to recognise different religious symbols and their relevance to faiths.
	<ul style="list-style-type: none"> • Know people, objects, and actions that are important to Christians. • Know that Christians welcome babies. • Know about a special ceremony that welcomes babies in a Christian church. • Know which places are important to Christians. • Know eggs are given at Easter time as a reminder of new life. • Know Christians consider themselves to be friends of Jesus. <i>CHRISTIANITY Enquiry: How do people describe God?</i> 	<p>Practices and ways of life: rituals, ceremonies, lifestyles.</p> <ul style="list-style-type: none"> • I can begin to understand that people have a variety of life experiences that may be different to my own. • I can begin to understand a range of emotions in myself and in others.
	<ul style="list-style-type: none"> • Know what is interesting about God's world. • Know how Christians welcome babies in church through a special ceremony called a baptism. • Know how Christians treat their special objects & places. • Know that some things are alive and some have never been alive. • Know that things which can appear dead can spring into life again. • Know and retell stories of Jesus with his friends. • Know how Christians describe God e.g. as 'Creator'. 	<p>Concepts: how beliefs are expressed</p> <ul style="list-style-type: none"> • I can use my senses in exploring religion and beliefs, practices and forms of expression. • I can reflect on my own feelings and experiences. • I can use my imagination and curiosity to develop appreciation and wonder of the world in which I live. • I can begin to retell religious stories.

<ul style="list-style-type: none"> • Know how I am cared for and by whom. • To make links with the ways Jesus was welcomed as a baby. • To show curiosity and ask questions about Christian baptism. • Know why people have special objects & places. • Know why Christians celebrate Easter. • <i>CHRISTIANITY Enquiry: What makes a good friend?</i> • Know the qualities that make someone special. 	<p>Identity, diversity and belonging: time to reflect and personal growth</p> <ul style="list-style-type: none"> • I can begin to identify things that are important in my life. • I can ask begin to ask questions about the puzzling aspects of life. • I can begin to understand that there are similarities and differences between people.
<ul style="list-style-type: none"> • Know about things that are special to me. • Know about places that are special to me. • Know that it is important to behave appropriately in different places. • Know that birth, growth and death are a part of life. • Know why friendship is important. • Talk about my own experiences of friendship. • Know what and who is important to me and other people and why. 	<p>Values: in your own life and other's lives</p> <ul style="list-style-type: none"> • I can begin to value myself, others and the world in which I live. • I can begin to understand the difference between right and wrong. • I can begin to reflect on my own experiences and those of others and express my own thoughts

Key Stage 1 Non-statutory National Curriculum Framework for RE (NCFRE)

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

More specifically pupils should be taught to:

(Note: as this is not a statutory document, these are not legal requirements as in the national curriculum).

- **A1.** Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- **A2.** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- **A3.** Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- **B1.** Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- **B2.** Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- **B3.** Notice and respond sensitively to some similarities between different religions and worldviews.
- **C1.** Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- **C2.** Find out about and respond with ideas to examples of co-operation between people who are different.
- **C3.** Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Breadth: In line with the law good practice should enable pupils to study Christianity and **at least one other example of a religion or worldview through key stage 1** in a coherent way.

YEAR 1

Year Group	Key Knowledge ENCOUNTER	Key Skills RESPONSE
	<ul style="list-style-type: none"> • Know a Christian/Jewish story about God and say some things people believe. <i>CHRISTIANITY Enquiry: What does The Bible say God is like?</i> • Know what some people believe about God. <i>CHRISTIANITY Enquiry: What do we learn about God through Creation and Christmas?</i> • Know about the Christian view of creation. <i>CHRISTIANITY/JUDAISM Enquiry: How and why do people have special ways of welcoming babies?</i> • <i>CHRISTIANITY Enquiry: What happened when Jesus went to Jerusalem?</i> • Know the key events of Easter and respond to a Christian story. • Know about some of the things that that are the same for Christians belonging to the church. 	<p>Beliefs and Teachings</p> <ul style="list-style-type: none"> • I can recognise and name the main beliefs of a religion. • I can recall features of religious, spiritual and moral stories and other forms of religious expression.
	<ul style="list-style-type: none"> • Know that people have different ways of welcoming babies. • Describe how people might welcome a baby into their family. • Know about a special ceremony from at least one religion that welcomes babies. • Know how the Easter story links to how Christians celebrate today. • Know about some of the things Christians do at Easter. <i>CHRISTIANITY Enquiry: What can we find out about Christianity by visiting the local church?</i> • Know the Church is a place of worship. • 	<p>Practices and ways of life: rituals, ceremonies, lifestyles.</p> <ul style="list-style-type: none"> • I can reflect on my own experiences of attending ceremonies. • I can recognise features of religious life and practice
	<ul style="list-style-type: none"> • Know the hidden messages and meanings in the stories that Jesus told. • Know about the characteristics of God from the Creation and Christmas story. • Know words and symbols that Christians associate with Easter. • Know why Christians wear a cross. • Know the key features/artefacts of a church and some activities that go on there. 	<p>Concepts: how beliefs are expressed</p> <ul style="list-style-type: none"> • I can name religious symbols and identify the meaning of them; • I can recount outlines of some religious stories and suggest meanings.
	<ul style="list-style-type: none"> • To begin express my beliefs about God. • Know people have different welcoming ceremonies and not everyone feels they need to have a special ceremony. • I can make links to other welcoming ceremonies. • Ask questions about how different people in the Easter story felt. • Know why a church is an important place for Christians and how they show they belong. • Compare some of the things that influence me with those that influence Christians in relation to the church. 	<p>Identity, diversity and belonging: time to reflect and personal growth</p> <ul style="list-style-type: none"> • I can identify things that are important in my life. • I can ask questions about the interesting and puzzling aspects of life. • I can understand that there are similarities and differences between people. • I can identify aspects of own experience and feelings, in religious material studied.

	<ul style="list-style-type: none">• Know why we should look after the world and how we can do it.• Know what is good and bad in our world today.• Talk about my own experiences and feelings of Easter.	<p>Values: in your own life and other's lives</p> <ul style="list-style-type: none">• I can explain how actions can affect other people.• I can understand that I have my own choices to make and begin to understand the concept of morals.
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YEAR 2

Year Group	Key Knowledge ENCOUNTER	Key Skills RESPONSE
	<ul style="list-style-type: none"> • Know a religious story and say some things people believe. <i>CHRISTIANITY Enquiry: Who do Christians follow?</i> • Know who Christians follow and can describe why he might be important to them. <i>JUDAISM Enquiry: Why are celebrations important to Jewish families?</i> <i>CHRISTIANITY Enquiry: What do we learn about Jesus' life and ministry through the Bible?</i> <i>CHRISTIANITY Enquiry: What happened when Jesus went to Jerusalem.</i> • Know some of the key events of the Easter story and talk about it. • <i>JUDAISM Enquiry: How does a Jewish family express a covenant relationship with God?</i> 	<p>Beliefs and Teachings</p> <ul style="list-style-type: none"> • I can identify how religion and belief is expressed in different ways. • I can identify similarities and differences in features of religions and beliefs. • I can retell religious, spiritual and moral stories.
	<ul style="list-style-type: none"> • Know important events in life can be marked by religious ceremonies. • Know how different people follow Jesus and why he is important. • Know and tell a Jewish story and explain its importance to Jews. • Recite the main statement of Shema and explain why it is important to Jews. • know what a covenant is in relation to the story of Abraham. • Know Jesus called disciples to follow him. • Know key events of Easter and can make links between the Easter story and how Christians celebrate today. • Know Shabbat is the holy day for Jews. • Know key elements of the Shabbat meal. • Know selected features of Jewish life and practice. 	<p>Practices and ways of life: rituals, ceremonies, lifestyles.</p> <ul style="list-style-type: none"> • I can explain religious rituals and ceremonies and the meaning of them, including my own experiences of them. • I can identify some religious practices and know that some are characteristic of more than one religion.
	<ul style="list-style-type: none"> • Understand the concept of a separate, special day. • Know about how Christians see Jesus and how they show he is important to them. • Know some of the items that Jews have in their homes and explain what some of them are used for. • Know why Jews wear or use certain special items. • Know what a believer might learn from a religious story. • Know the Jewish concept of creation and their understanding of God. • Know the Jewish experience of Shabbat. 	<p>Concepts: how beliefs are expressed</p> <ul style="list-style-type: none"> • I can suggest meanings in religious symbols, language and stories identify some religious beliefs and teachings. • I can retell religious stories and identify some religious beliefs and teachings.
	<ul style="list-style-type: none"> • Ask important questions about the stories Jesus told and compare my ideas with those of other people. • Make links to examples in the Bible and today of people who changed when they met Jesus. • Know some of the changes in people that happen when they meet Jesus. • Know that Jews have a special relationship with God because they are his chosen people. 	<p>Identity, diversity and belonging: time to reflect and personal growth</p> <ul style="list-style-type: none"> • I can recognise that some questions about life are difficult to answer. • I can ask questions about my own and others' feelings and experiences. • I can respond sensitively to the experiences and feelings of others, including those with a faith.

<ul style="list-style-type: none"> • Talk about things that happen to me. • Know what is important in my life. • Know why covenant is still important to Jews today. • Know Christians believe Jesus Is an important figure worth following today. • Know the value of Shabbat and its sense of peace. • Know how religious life and practice offer ways of belonging to a Jewish community. 	<p>Values: in your own life and other's lives</p> <ul style="list-style-type: none"> • I can look at how values affect a community and individuals. • I can respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.
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Key Stage 2 Non-statutory National Curriculum Framework for RE (NCFRE)

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

More specifically pupils should be taught to:

(Note: as this is not a statutory document, these are not legal requirements as in the national curriculum).

- **A1.** Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- **A2.** Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- **A3.** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- **B1.** Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- **B2.** Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- **B3.** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- **C1.** Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- **C2.** Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- **C3.** 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, and express their own ideas clearly in response.

Breadth: In line with the law good practice should enable pupils to study Christianity and at least two other examples of a religion or worldview through key stage 2 in a coherent and progressive way.

YEAR 3

Year Group	Key Knowledge	ENCOUNTER	Key Skills	RESPONSE
YEAR 3	<ul style="list-style-type: none"> Name several different sacred texts and identify what they teach believers. <u>JUDAISM Enquiry: Why is freedom important to Jews?</u> <u>CROSS RELIGIOUS/NON-RELIGIOUS STUDY Enquiry: Why do people pray/not pray?</u> <u>CHRISTIANITY Enquiry: How does a church community live out their lives as disciples?</u> <u>CHRISTIANITY Enquiry: What can people learn about Easter from the creative arts?</u> <u>CROSS RELIGIOUS Enquiry: What do different sacred texts teach about life and how do they influence people?</u> 		Beliefs and Teachings <ul style="list-style-type: none"> I can make links between beliefs, stories and practices. I can identify the impacts of beliefs and practices on people's lives. I can identify similarities and differences between religions and beliefs. 	
	<ul style="list-style-type: none"> Know several ways people pray from at least 2 religions. Know several aspects of Jewish celebrations: New Year, Passover. Know what prayer is. Make simple connections between different beliefs about prayer. Know similarities and differences between different types of prayer studied. Know and make simple links between examples of religious expression found in art and the beliefs and ideas about Easter that underly them. 		Practices and ways of life: rituals, ceremonies, lifestyles. <ul style="list-style-type: none"> I can identify religious artefacts and how they are involved in daily practices and rituals. I can describe how some features of religions studied are the same and different for religious people. 	
	<ul style="list-style-type: none"> Know why Jews celebrate and use key texts to support my reasons. Know ways Jews celebrate Rosh Hashanah, Yom Kippur and Passover. Know how Christians live their lives as disciples and make links with New Testament stories parables and the two most important commandments. Know Christians use the arts to express something of the sacred and spiritual and as a means of reinforcing important stories/teachings about Easter. 		Concepts: how beliefs are expressed <ul style="list-style-type: none"> I can make links between religious symbols, language and stories and the beliefs or ideas that underline them. I can describe some religious beliefs and teachings of religions studied, and their importance. 	
	<ul style="list-style-type: none"> Make connections between religious beliefs. Know what is new about Jewish New Year. Know how Christians live their lives as disciples and make links with New Testament stories parables and the two most important commandments. Know colour, shape and symbol can be used to express religious feelings and ideas. 		Identity, diversity and belonging: time to reflect and personal growth <ul style="list-style-type: none"> I can investigate and connect features of religions and beliefs. I can ask significant questions about religions and beliefs. I can compare aspects of my own experiences and those of others, identifying what influences their lives. I can compare my own and other people's ideas about questions that are difficult to answer. 	
	<ul style="list-style-type: none"> Know how faith groups care for each other and their communities. Know how and why freedom is linked to Passover. Know why prayer might be important to some people and not to others. Know examples of how the church cares for the local and church community living their lives as disciples. 		Values: in your own life and other's lives <ul style="list-style-type: none"> I can make informed choices and understand the consequences of choices. I can describe how shared values and commitments in a community can affect behaviour and outcomes. I can discuss and give opinions on morals and values, including my own. 	

YEAR 4

Year Group	Key Knowledge ENCOUNTER	Key Skills RESPONSE
YEAR 4	<p>Know what God is like for Christians, Jews and Muslims. <i>CHRISTIANITY Enquiry: What is God like for Christians?</i></p> <ul style="list-style-type: none"> • <i>CHRISTIANITY Enquiry: What do Old Testament stories teach about God?</i> • Know what a Christian might learn about God from an Old Testament story. • Know some of the names people use to describe God. • <i>CHRISTIANITY Enquiry: What important events in Jesus' life shape who he was?</i> • Know some of the events from Jesus' life and the stories he told. • <i>CHRISTIANITY Enquiry: What do Christians think about the Kingdom of God?</i> • <i>ISLAM Enquiry: How & why is Muhammad so important to Muslims?</i> • Know why Muhammad is called the "Messenger of God." • Know the Qur'an is central to the faith of a Muslim. • Know what a prophet is. 	<p>Beliefs and Teachings</p> <ul style="list-style-type: none"> • I can comment on connections between questions, beliefs, values and practices. • I can describe the impact of beliefs and practices on individuals, groups and communities. • I can describe similarities and differences within and between religions and beliefs.
	<ul style="list-style-type: none"> • Know that Christian denominations practice baptism in different ways. • Know what Christians understand about God from looking at the events in Jesus's life. • Know that Jesus was baptized and explain why. • Know what adult baptism means to some Christians. • Know key facts about the prophet Muhammad and explain why he is important to Muslims. 	<p>Practices and ways of life: rituals, ceremonies, lifestyles.</p> <ul style="list-style-type: none"> • I can show understanding of the ways of belonging to religions and what these involve.
	<ul style="list-style-type: none"> • Make links between Christian, Jewish and Muslim stories about God and how they connect to the lives of believers. • Know about God from Creation, Christmas, Harvest. • Know some things people believe about God and respond to a Christian story. • Know that the New Testament Gospels contain stories about Jesus' life. • Know that Christians believe that The Gospels are contain Good News from God. • Know and explain why the person of Muhammad is revered by Muslims and reference material studied to support my answers. • Know that Muslims regard many figures from Christianity and Judaism as prophets and note similarities/differences. 	<p>Concepts: how beliefs are expressed</p> <ul style="list-style-type: none"> • I can suggest meanings for a range of forms of religious expression, using appropriate vocabulary. • I can describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. • I can show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.
	<ul style="list-style-type: none"> • Respond personally to a Christian story and know how the story affected my understanding of God. • Ask important questions about God and compare my ideas with those of others. • Know why Christians follow God from understanding the events in Jesus's life and link this to reflect on how I live my life. • Ask questions and suggest answers to relevant questions about the 'Night of Power'. 	<p>Identity, diversity and belonging: time to reflect and personal growth</p> <ul style="list-style-type: none"> • I can gather, select, and organise ideas about religion and belief. • I can suggest answers to some questions raised by the study of religions and beliefs. • I can ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. • I can ask questions about puzzling aspects of life and experiences and suggest answers, referring, to the teaching of religions studied.

YEAR 5

	<ul style="list-style-type: none"> To think about what influences how I live my life. Know why Christians say we should look after the world and how to do it. 	Values: in your own life and other's lives <ul style="list-style-type: none"> I can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.
Year Group	Key Knowledge ENCOUNTER	Key Skills RESPONSE
	<ul style="list-style-type: none"> Know some beliefs Hindus, Christians and Muslims have about God. <ul style="list-style-type: none"> <i>ISLAM Enquiry: What does it mean to belong to an Islamic Faith Community?</i> <i>ISLAM Enquiry: Why are the 5 Pillars important to Muslims?</i> Know the Five Pillars of Islam. Know that Muslims believe in one God. <ul style="list-style-type: none"> <i>CHRISTIANITY Enquiry: What do Christians think about the Kingdom of God?</i> Know some things that Jesus taught about the Kingdom of God. <ul style="list-style-type: none"> <i>CROSS RELIGIOUS/NON-RELIGIOUS STUDY Enquiry: What do different people believe about God?</i> Know that the Trinity is one God expressed in three persons. Know that Hindus believe in one supreme God who is in everything and from whom all life flows. <i>CROSS RELIGIOUS Enquiry: Does worship make you happy?</i> 	Beliefs and Teachings <ul style="list-style-type: none"> I can recognise and explain how some teachings and beliefs are shared between religions. I can explain how religious beliefs can shape the lives of individuals and contribute to society.
	<ul style="list-style-type: none"> Know the importance of ritual and ceremony in the life of believers. Know what the Five Pillars of Islam are – name them and describe what each one involves. Know that “Worship” for a Muslim involves more than visits to the Mosque – it is about choices and life practices. Know why the Shahadah is central to the life of a Muslim believer. Know the importance of Wudu and the place of prayer in Islamic life. Identify the link between prayer and fasting. Know about the Hajj and its importance to a Muslim believer. Know the importance of Ramadan and Id-ul-Fitr to a Muslim. Know what Christians believe about the Kingdom of God in this life and in the afterlife. Know how worshipping is a way of life for some people which helps them. Know how worship helps believers in different faith communities. Know why worship isn't important in non-religious worldviews. <ul style="list-style-type: none"> <i>HINDUISM: Enquiry: How do Hindus prepare for and welcome babies? How is Hindu marriage celebrated?</i> Know how Hindus welcome babies and celebrate marriage. Know why these ceremonies are important to Hindus. Compare and contrast the difference and similarities between Hindu ways of welcoming babies and marriage ceremonies and those of other faiths and none. 	Practices and ways of life: rituals, ceremonies, lifestyles. <ul style="list-style-type: none"> I can explain how selected features of religious life and practice make a difference to the lives of individuals and communities. I can compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.

<ul style="list-style-type: none"> • Know that belief has an impact on how people make life choices. • Know that charitable giving is a form of worshipping God. • Know that fasting is a gift to Allah. • Know that people from many faiths fast. • Know how the Kingdom of God influences the lives of Christians making references to biblical texts. • Know why the kingdom would influence a Christian's view about their life now and for eternity. • Know that some people have a relationship with God and that different religious believers express this relationship in different ways. • Know what I believe/don't believe about God and express this clearly in written or art form. • 	<p>Concepts: how beliefs are expressed</p> <ul style="list-style-type: none"> • I can explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. • I can explain how some forms of religious expression are used differently by individuals and communities.
<ul style="list-style-type: none"> • Know what it means to belong to a faith community. • Know that the five pillars of Islam are followed by all Muslim believers and that by following the five pillars they know a "belonging" to that community and to the bigger Islamic faith community (Umma). • Evaluate whether worship makes people happy, giving examples from different religious/non-religious communities studied to justify my ideas. 	<p>Identity, diversity and belonging: time to reflect and personal growth</p> <ul style="list-style-type: none"> • I can make informed responses to questions of identity and experience in the light of my learning. • I can suggest lines of enquiry to address questions raised by the study of religions and beliefs. • I can suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. • I can recognise and explain diversity.
<ul style="list-style-type: none"> • Know what choices and life practices are important to people of faith. • Explain what it feels like to belong to a group/family/team/worshipping community and tell why this is very important to me in my life. • Know why obedience to Allah, charitable giving to the poor and needy and respect for others are important values to Muslims. • Recognise my own beliefs and the impact these have on my life choices. 	<p>Values: in your own life and other's lives</p> <ul style="list-style-type: none"> • I can make informed responses to people's values and commitments (including religious ones) in the light of their learning.

YEAR 6

Year Group	Key Knowledge ENCOUNTER	Key Skills RESPONSE
	<ul style="list-style-type: none"> • CHRISTIANITY Enquiry: How do Christians find peace with God? • CHRISTIANITY Enquiry: How did God demonstrate his love for humanity through Jesus? • Know why Christians say Jesus is the son of God. • HINDUISM Enquiry: How & why do Hindus show respect for all living things? • HINDUISM Enquiry: How & why is Rama important to Hindus? • Know what a Hindu might learn from the story of Rama and Sita. • Explain some of the importance of Rama to Hindus. • Know key facts about God in Hinduism. • OPTIONAL STUDY: SECULAR WORLD VIEWS Enquiry: What does it mean to belong to a faith/non-faith community? Enquiry led research. 	<p>Beliefs and Teachings</p> <ul style="list-style-type: none"> • I can use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. • I can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • I can explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
	<ul style="list-style-type: none"> • Know how Christians find peace with God through Jesus. • Know how Christian worship helps people find peace especially in hard times. • Know about some biblical texts that demonstrate to Christians God's love for humanity. • Refer to Old Testament prophecies and names in New Testament that stress the importance of God with Christians. • Know several aspects of Hindu beliefs about creation: vegetarianism and reincarnation. • Know why Hindus believe all life is sacred. • Know key facts about Rama and explain why he is important to Hindus. • Know and suggest answers to relevant questions about the celebration of Diwali. • Explain the Hindu belief of good over evil seen in the story and link this with the celebration of Diwali. • Know simple facts about the Trimurti. • 	<p>Practices and ways of life: rituals, ceremonies, lifestyles.</p> <ul style="list-style-type: none"> • I can explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. • I can show an understanding of the role of a spiritual leader.
	<ul style="list-style-type: none"> • What is my image of God, the world and humanity? • Evaluate and describe how signs of salvation reinforce the idea of peace and forgiveness in Christianity. • Know why Christians say Jesus is the son of God and both God and man using biblical texts and why Christians believe God is with them. • Know what Christians mean by word 'Immanuel' (God with us) and how that influences their practice and motivates their actions. • Know how and why Hindus show respect for living things. • Know why Rama is revered by Hindus and reference material studied to support my answers. • 	<p>Concepts: how beliefs are expressed</p> <ul style="list-style-type: none"> • I can interpret the significance and impact of different forms of religious and spiritual expression. • I can make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. • I can compare the different ways in which people of faith communities express their faith.

<ul style="list-style-type: none"> • Know that Christians, believe God is with them during prayer, worship, hard times. • Know how God demonstrated his love for humanity through Jesus. • Know why it is important to Christians to believe God came to earth as a human being. • Compare and contrast what Hindus believe with those of other religions and belief systems. • Know the moral issues in the festival of Diwali and compare this with my own understanding of morals, giving answers to questions raised and supporting my answers. • 	<ul style="list-style-type: none"> • Know that Christians, believe God is with them during prayer, worship, hard times. • Know how God demonstrated his love for humanity through Jesus. • Know why it is important to Christians to believe God came to earth as a human being. • Compare and contrast what Hindus believe with those of other religions and belief systems. • Know the moral issues in the festival of Diwali and compare this with my own understanding of morals, giving answers to questions raised and supporting my answers. • 	<p>Identity, diversity and belonging: time to reflect and personal growth</p> <ul style="list-style-type: none"> • I can identify the influences on, and distinguish between, different viewpoints within religions and beliefs. • I can interpret religions and beliefs from different perspectives. • I can discuss and express my views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. •
<ul style="list-style-type: none"> • Reflect on the idea of good and evil. • Compare and contrast Hindu ideas with other people's perspectives on caring for the created world, life after death and consequences for behaviour. • 	<ul style="list-style-type: none"> • Reflect on the idea of good and evil. • Compare and contrast Hindu ideas with other people's perspectives on caring for the created world, life after death and consequences for behaviour. • 	<p>Values: in your own life and other's lives</p> <ul style="list-style-type: none"> • I can make informed responses to people's values and commitments (including religious ones) in the light of their learning and use different techniques to reflect deeply.

Key Stage 3 Non-statutory National Curriculum Framework for RE (NCFRE)

Students should extend and deepen their knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

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.**

R Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

E Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media