



Knowledge and Skills Progression Map : Religious Education

EYFS		
Area	End of Reception Expectations	Exceeding
Understanding the World: People and Communities		
	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 	<ul style="list-style-type: none"> Children understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
	Nursery	Reception
Believing: (Religious belief, teachings, sources, question about meaning, purpose and truth)	<u>F1. Which stories are special and why?</u> <ul style="list-style-type: none"> listen and respond to some religious stories from different faiths 	<u>F1. Which stories are special and why?</u> <ul style="list-style-type: none"> talk about some religious stories recognise some religious words, e.g. about God identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur'an
	<u>F2. Which people are special and why?</u> <ul style="list-style-type: none"> identify some special people in their lives identify some people who help them in the community make attachments with peers and adults 	<u>F2. Which people are special and why?</u> <ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them identify some of the qualities of a good friend reflect on the question 'Am I a good friend?' recall stories about special people in religions and talk about what we can learn from them.
Expressing: (Religious and spiritual forms of expression;	<u>F3. Which places are special and why?</u> <ul style="list-style-type: none"> identify places they like and dislike feel safe and secure at school 	<u>F3. Which places are special and why?</u> <ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them

questions about identity and diversity)		<ul style="list-style-type: none"> • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship
	<p><u>F4. Which times are special and why?</u></p> <ul style="list-style-type: none"> • listen and respond to stories about special times and celebrations • begin to talk about special times and celebrations in their own lives • listen to others talk about special times and celebrations and begin to ask them simple questions 	<p><u>F4. Which times are special and why?</u></p> <ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas/ Easter and a festival from another faith • say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.
Living: (Religious practices and ways of living; questions about values and commitments	<p><u>F5. Where do we belong?</u></p> <ul style="list-style-type: none"> • identify some things about themselves and their friends and family that they like and are special • talk about their home and family life • feel safe and secure at school/ nursery 	<p><u>F5. Where do we belong?</u></p> <ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication • recall simply what happens when a baby is welcomed into a religion other than Christianity.
	<p><u>F6. What is special about our world?</u></p> <ul style="list-style-type: none"> • identify things they like and don't like in the natural world/ environment • show an interest in the natural world • show care for living things • help to look after the environment at school and home 	<p><u>F6. What is special about our world?</u></p> <ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • talk about what people do to mess up the world and what they do to look after it.

KS1	
Area	End of Year Expectations

	Year 1	Year 2
Religions to be Explored	<ul style="list-style-type: none"> Pupils will learn about basic beliefs, practices and values of: <i>Christianity, Islam and Judaism</i> 	<ul style="list-style-type: none"> Pupils will build on prior learning of basic beliefs, practices and values: Christianity, Islam and Judaism
Believing: (Religious belief, teachings, sources, question about meaning, purpose and truth)	<p><u>1.1 Who is a Christian and what do they believe in?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do (A2). Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<p><u>1.2 Who is Muslim and what do they believe in?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1). <p><u>1.3 Who is Jewish and what do they believe in?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between some Jewish teachings and how Jewish people live (A2).

		<ul style="list-style-type: none"> Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1)
<p>Expressing: (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p><u>1.6 How and why do we celebrate special and sacred times (Christians, Muslims and Jewish) ?</u> Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3). 	<p><u>1.5 What makes some places sacred (Christians, Muslims and Jewish)?</u> Expected:</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3)
<p>Living: (Religious practices and ways of living; questions about values and commitments)</p>	<p><u>1.7 What does it mean to belong to a faith community? (with reference to Christian, Muslim and Jewish people).</u> Expected:</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). 	<p><u>1.4 What can we learn from Sacred Books?</u> Expected:</p> <ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).

- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).
- Identify two ways people show they belong to each other when they get married (A1).
- Respond to examples of co-operation between different people (C2)

Exceeding:

- Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).
- Identify some similarities and differences between the ceremonies studied (B3).

1.8 How should we care for others in the world and why does it matter? (with reference to Christian, Muslim and Jewish people)

Expected:

- Re-tell Bible stories and stories from another faith about caring for others and the world (A2).
- Identify ways that some people make a response to God by caring for others and the world (B1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)
- Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

Exceeding:

- Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).
- Answer the title question thoughtfully, in the light of their learning in this unit (C1).

- Talk about issues of good and bad, right and wrong arising from the stories (C3).

Exceeding:

- Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).
- Make links between the messages within sacred texts and the way people live (A2).

--	--	--

Lower KS2		
Area	End of Year Expectations	
	Year 3	Year 4
Religions to be Explored	<ul style="list-style-type: none"> Pupils will build on prior learning of basic beliefs, practices and values: Christianity, Islam and Judaism. Hinduism will be introduced. A non – religious perspective (e.g. Humanism) will be introduced 	<ul style="list-style-type: none"> Pupils will build on prior learning of basic beliefs, practices and values: Christianity, Islam, Judaism and Hinduism.
Believing: (Religious belief, teachings, sources, question about meaning, purpose and truth)	<p><u>L2.1 What do different people believe in about God, in reference to Christianity, Islam and Hinduism</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people’s lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<p><u>L2.2 Why is the Bible important for Christians today?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2). <p><u>L2.3 Why is Jesus inspiring to some people?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Make connections between some of Jesus’ teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1).

		<ul style="list-style-type: none"> • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).
<p>Expressing: (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p><u>L2.4 Why do people pray in reference to Christianity, Islam and Hinduism?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between how people pray (B3). • Consider and evaluate the significance of prayer in the lives of people today (A1). <p><u>L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (Christian, Hindu, Non- Religious e.g. Humanist)</u></p> <p>Expected:</p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). 	<p><u>L2.5 Why are festivals important to religious communities (Christian, Hindu, Islam)?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1) <p>Exceeding:</p> <ul style="list-style-type: none"> • Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). • Suggest how and why religious festivals are valuable to many people (B2).

	<ul style="list-style-type: none"> • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between ceremonies of commitment (B3). • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). 	
<p>Living: (Religious practices and ways of living; questions about values and commitments</p>	<p><u>L2.8 What does it mean to be a Hindu living in Britain today?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). 	<p><u>L2.7 What does it mean to be a Christian living in Britain today?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). • Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1)

		<p><u>L2.9 What can we learn from religions about deciding what is right and wrong (Christian, Jewish and Non- Religious e.g. Humanist)</u></p> <p>Expected:</p> <ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3)
--	--	---

Lower KS2		
Area	End of Year Expectations	
	Year 3	Year 4
Religions to be Explored	<ul style="list-style-type: none"> Pupils will build on prior learning of basic beliefs, practices and values: Christianity, Islam, Judaism and Hinduism. Pupils will build on their prior knowledge on non-religious perspectives e.g. Humanism 	<ul style="list-style-type: none"> Pupils will build on prior learning of basic beliefs, practices and values: Christianity, Islam, Judaism and Hinduism. Pupils will build on their prior knowledge on non-religious perspectives e.g. Humanism
Believing: (Religious belief, teachings, sources, question about meaning, purpose and truth)	<p><u>U2.1 Why do some people think God exists in reference to Christian and non-religious?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). <p><u>U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?)</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). 	<p><u>U2.3 What do religions say to us when life gets hard? (Christian, Hindu and Non-religious perspective).</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).

	<ul style="list-style-type: none"> Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3). 	
<p>Expressing: (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p><u>U2.4 If God is everywhere, why go to a place of worship?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Outline how and why places of worship fulfil special functions in the lives of believers (A3). Comment thoughtfully on the value and purpose of places of worship in religious communities (B1). 	<p><u>U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity? (Christian, Muslim and Non-religious).</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2). <p>Exceeding::</p> <ul style="list-style-type: none"> Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1).
<p>Living: (Religious practices and ways of living; questions about values and commitments)</p>	<p><u>U2.6 What does it mean to me Muslim in Britain today?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). 	<p><u>U2.7 What matters most to Christians and Humanists?</u></p> <p>Expected:</p> <ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3).

	<ul style="list-style-type: none"> • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). • Answer the title key question from different perspectives, including their own (C1). 	<ul style="list-style-type: none"> • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of similarities and differences between Christian and Humanist values (B3). • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). <p><u>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and or ummah (community). (Christianity, Islam and Hinduism).</u></p> <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Consider similarities and differences between beliefs and behaviour in different faiths (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). • Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).
--	---	--