



Wallsend Jubilee Primary School

Skills Progression: Religious Education

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Christianity Hinduism 	<ul style="list-style-type: none"> Christianity Religious Diversity & Non-Religious World Views 	<ul style="list-style-type: none"> Christianity Buddhism 	<ul style="list-style-type: none"> Christianity Buddhism Religious Diversity & Non-Religious World Views 	<ul style="list-style-type: none"> Christianity Hinduism 	<ul style="list-style-type: none"> Christianity Religious Diversity & Non-Religious World Views 	<ul style="list-style-type: none"> Christianity Judaism 	<ul style="list-style-type: none"> Christianity Religious Diversity & Non-Religious World Views Islam
Knowledge And Understanding	Children are introduced to some religious practices.	Children are introduced to some religious practices.	Children are able to <u>IDENTIFY</u> some beliefs and features of religion.	Children are able to <u>IDENTIFY</u> some beliefs and features of religion.	Children can <u>DESCRIBE</u> some of the beliefs and features of religion.	Children can <u>DESCRIBE</u> some of the beliefs and features of religion.	Children demonstrate <u>UNDERSTANDING</u> of some of the beliefs and features of religion through the RE concepts.	Children demonstrate <u>UNDERSTANDING</u> of religion and belief and the impact these have on individuals and communities today.
Critical Thinking	Children are given the opportunity to ask questions and join in with discussions, especially in line with the key themes 'Special' & 'Belonging'. For example: Special times. Special Objects. Special Music. Special Books. Special People. Special Places. Belonging.	Children are given the opportunity to ask questions and join in with discussions, especially in line with the key themes 'Special' & 'Belonging'. For example: Special times. Special Objects. Special Music. Special Books. Special People. Special Places. Belonging.	In response to the religious material they learn about, children are able to express their views and give simple reasons to support these	In response to the religious material they learn about, children are able to express their views and give simple reasons to support these	In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reasons. They show some awareness of other people's views	In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reasons. They show some awareness of other people's views	In response to the religious material they learn about, pupils can express their own views using sound reasons. Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	In response to the religious material they learn about, pupils can express their own views using sound reasoning to draw conclusions. Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).
Personal Reflection	Given opportunities to reflect on their own experiences and feelings.	Given opportunities to reflect on their own experiences and feelings.	In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others.	In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others.	In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.	In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.	In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.	In relation to religious material studied, pupils can reflect on their own ideas, beliefs, values, experiences and feelings in relation to what they have learnt through the enquiry.
Key Questions	Let's find out about:... Harvest. Diwali. The Christmas Story. The Bible. Stories about Jesus. Easter. Christian Baptism. Raksha Bandan	Let's find out about:... Harvest in a churches. Shabbat. The Christmas Story. Christmas celebrations in churches. Holy Books. Stories Jesus told. Easter celebrations in churches. Special buildings and worship there.	What can we learn about Christianity from visiting a church? What do Christians believe about god? Why are gifts given at Christmas? Why is Jesus special to Christians? What is the Easter story? What can we find out about Buddha?	Why is the bible special to Christians? What can we learn from the story of St Cuthbert? How any why is light important at Christmas? What does it mean to belong in Christianity? How to Christians celebrate Easter? How to Buddhists show their beliefs? What can we learn about local faith in the community?	How do Hindus worship. How any why is advent important to Christians? What can we learn about Christian worship and beliefs by visiting churches? What do Christians remember on Palm Sunday? What do Hindus believe?	What do we know about the bible and why is it important to Christians? Why do Christians call Jesus the Light of the world? What do Christians believe about Jesus? Why is Lent such an important period for Christians? How any why do people show care for others. Why do people visit cathedrals today?	Why is Moses important to Jewish People? Why do Jewish people do to the synagogue? What are the themes or Christmas? What do Christians believe about God? Why is the Last Supper so important to Christians? How are Jewish beliefs expressed in the home? Why do people use rituals today?	What can we learn about religious diversity in our area? What can we find out about the local Muslim community? What do the gospels tell us about the birth of Jesus? How and why do people care about the environment? Why are Good Friday and Easter Day the most important days for Christians? So, what do we know about Christianity? (Exploration through concepts).
Progression and Expectations	Children are introduced to and explore some of the practices, beliefs and traditions within religious traditions. Develop a positive sense of themselves and how they can manage their own feelings and ideas. Develop positive relationships with others and respect for all. Develop listening and speaking skills.		Children are able to identify some beliefs and features of religion. In response to the religious material they learn about, children are able to express their views and give simple reasons to support these. In relation to religious material studied,	Identify some of the beliefs of Christianity and Buddhism. Retell some stories within Christianity and Buddhism. Identify some ways in which Christians and Buddhists worship and celebrate special events. Use some religious words. Show some awareness of how some aspects	Children can describe some of the beliefs and features of religion. In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons . They show some awareness of other people's views. In relation to religious	Describe beliefs and practices within Christianity and Hinduism e.g. describe ways in which Hindus worship, describe some Christians beliefs about God, describe how and why Advent in important to Christians. Will link religious stories and teaching to the beliefs that underlie them e.g. belief in good triumphing over evil in the Diwali story, belief in Jesus as Son of God shown	Children can demonstrate an understanding of some of the beliefs and features of religion through the RE concepts. In response to the religious material they learn about, pupils can express their own views using sound reasons . Pupils show understanding of	Show understanding of the beliefs and practices within Christianity and describe some ways in which these make a difference to people's lives. Show understanding of the beliefs and practices within Sikhism/ Hinduism and describe some ways in which these make a difference to people's lives. Describe some similarities and differences within Christianity and between religions.

	<p>Develop confidence to express themselves. Begin to make sense of the word around them. Observe and find out about the environment, people, places and objects. Find out how people celebrate special times. Explore different ways to express themselves, through art, music, movement, dance, role play, design and technology.</p>		<p>children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others</p>	<p>are the same in both Christianity and Buddhism e.g. both have a special founder, stories, and ways of worship. Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism. Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism. Show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt.</p>	<p>material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.</p>	<p>through miracle stories. Will know some similarities and differences between Christianity and Hinduism e.g. belief in one God in both Christianity and Hinduism; belief in trinity in Christianity and one God in many forms in Hinduism as a difference).</p>	<p>differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument). In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.</p>	<p>Show understanding of the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief). Respond to material, express their views and support these with sound reasons. Outline an opposing view and give at least one sound reason to support this. Reflect on and consider their own beliefs, feelings, values, attitudes and experiences. Listen to and learn from others about their beliefs, feelings, values, attitudes and experiences. See the world through the eyes of others and see issues from their point of view.</p>
<p>Overarching vocabulary</p>	<p>Key overarching themes: Special & Belonging. Christianity: Jesus, God, Harvest, Christmas, Nativity, Mary, Joseph, gifts, star, Angel, Easter, Baptism, Church, The Bible Hinduism: Diwali, Festival of Light, Raksha Bandhan Judaism: Shabbat, Synagogue, The Torah Islam: Eid Sikhism: Baisakhi Chinese New Year: 12 animals of the zodiac, Year of the.....</p>	<p>Christianity: God, Jesus, The Bible, church, Nativity, Gifts; Gold, Frankincense, Myrrh, Angel, Joseph, Mary, Manger, Easter, Shrove Tuesday, Ash Wednesday, Good Friday, Palm Sunday. Buddhism: Temple, Buddha, Sangha, Dharma, Temple, Siddhartha, Nirvana, Karma, Samsara, Anitya, Path of Enlightenment, Lotus Flower, The Eight Fold Path,</p>	<p>Christianity: God, Jesus, The Bible, church, Advent, Advent candle, Easter, Shrove Tuesday, Ash Wednesday, Good Friday, Palm Sunday, Lent, The Last Supper, Crucifixion, resurrection. Hinduism: Arti - the daily worship ceremony at the mandir starts with blowing of a conch shell and uses a ghee lamp. Brahman - the supreme God to Hindus, "the Absolute". Diwali - the Festival of light, the Hindu New Year. Ganesh - God seen as a man with an elephant's head. Karma - the idea that all actions have consequences which affect how people will be reborn in their next life. Mandir - the sacred building where Hindus worship. Moksha - a Hindu's ultimate goal, become one with god. Murtis - statues or pictures depicting Hindu Gods. Pandit - a Hindu priest. Prashad - food that has been offered to God. Puja - the Hindu act of worship. Sari - a long piece of cloth worn by Hindu women. Vedas - the earliest sacred books of the Hindus. Vishnu - God seen as a man who helps when things go wrong.</p>	<p>Christianity: The bible, New testament, The Old testament, the gospels, Jesus, God, Gospels, Easter: Lent, Good Friday, Crucifixion, Resurrection, Rebirth, Judaism: Hanukah, Shabbat, Synagogue, The Torah, Menorah, Dreidel, The last Supper, Moses, The 10 Commandments, Passover, Rabbi, Kippah, Star of David, Seder plate. Islam: Muslim, The Qur'an, Mosque, Prophet, Muhammed, Ramadan, Eid El-Adha, Mecca, Imam, Kabba, Mecca, Hijab, mehndi.</p>				