



Wallsend Jubilee Primary School

R.E. Skills Progression:

R.E. Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	X	X	X	X	X	X	X
Hinduism	X			X			
Buddhism		X	X				
Judaism						X	
Islam							X
Religious diversity/non religious world views	X		X		X	X	X
	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Key focus of learning for Knowledge and Understanding of Religion	Links to EYFS:- <i>Personal, Social and Emotional Development:</i> Making Relationships. Managing Feelings & Behaviour.	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 demonstrate <u>UNDERSTANDING</u> of some of the beliefs and features of religion through the RE concepts.	
Key focus of learning for Critical Thinking		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 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).	
Key Focus of learning for Personal Reflection	<i>Communication and Language:</i> Listening and Attention, Understanding & Speaking. <i>Literacy:</i> Reading & Writing <i>Understanding The World:</i> People and Communities. <i>Expressive Arts & Design:</i> Exploring & Using Media & Materials.	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 can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences	
Progression and Expectations	Key Focus of EYFS Special Times Children are introduced to the idea of special days and festivals in religions, how these are celebrated at home and in the community Special Objects and Music. Children are introduced to the idea of sacred music and artefacts. Special Books. Children are introduced to sacred books, important sayings and stories from sacred texts.	Key Focus of Learning at Key Stage 1 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, children are able to reflect on their own feelings, ideas and values and be aware of	Learning Outcomes at Key Stage 1 By the end of Year 2 children will be able to: 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 are the	Key Focus of Learning at Lower Key Stage 2 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	Learning Outcomes at Lower Key Stage 2 By the end of Year 4 children will be able to: 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 is important to Christians. Will link religious stories and teaching to the beliefs that underlie them e.g.	Key Focus of Learning at Upper Key Stage 2 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 differing views and can give reasons to support an	Learning Outcomes at Upper Key Stage 2 By the end of Year 6 children will be able to: 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

	<p>Special People. Children are introduced to the founders of some religions.</p> <p>Special Places. Children are introduced to religious buildings as sacred places and how they are used.</p> <p>Belonging. Children are introduced to ceremonies and religious rituals which show belonging to the faith community.</p> <p>RE's contributions towards the ELG's:</p> <ul style="list-style-type: none"> • PSED – children develop a positive sense of themselves and others to form positive relationships and develop respect for others. They learn how to manage their feelings and understand appropriate behaviour in groups • C&L – children have opportunities to speak and listen in a range of situations and develop their confidence and skills in expressing themselves • L – children have access to a wide range of reading materials – books, poems and other written materials to ignite their interest • UTW – children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment • EA&D – children explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. 	the experiences and feelings of others.	<p>same in both Christianity and Buddhism e.g. both have a special founder, stories, and ways of worship.</p> <p>Express their views and give simple reasons in response to their learning about the beliefs, teachings and practices in Christianity and Buddhism.</p> <p>Reflect on their own beliefs, values and feelings in relation to what they have learnt about Christianity and Buddhism.</p> <p>Show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt.</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>belief in good triumphing over evil in the Diwali story, belief in Jesus as Son of God shown through miracle stories.</p> <p>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>opposing view (i.e. they can see both sides of an argument).</p> <p>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>Describe some similarities and differences within Christianity and between religions</p> <p>Show understanding of the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief)</p> <p>In response to the religious material will:</p> <ul style="list-style-type: none"> - express their views and support with sound reasons - outline an opposing view and give at least one sound reason to support this <p>In relation to the religious material:</p> <ul style="list-style-type: none"> - 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. <p>See the world through the eyes of others and see issues from their point of view</p>
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Key Vocabulary	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<u>Christianity:</u> Jesus, God, Harvest, Nativity, Mary, Joseph, gifts, star, Angel, Easter, Baptism, Church, The Bible	<u>Christianity:</u> God, Jesus, The Bible, church, Nativity, Gifts; Gold, Frankincense, Myrrh, Angel, Joseph, Mary, Manger, Easter, Shrove Tuesday, Ash Wednesday, Goof Friday, Palm Sunday,	<u>Christianity:</u> God, Jesus, The Bible, church, Advent, Advent candle, Easter, Shrove Tuesday, Ash Wednesday, Goof Friday, Palm Sunday, Lent, The Last Supper, Crucifixion, Resurrection,	<u>Christianity:</u> The bible, New testament, The Old testament, the gospels, Jesus, God, Easter: Lent, Good Friday, Crucifixion, Resurrection, Rebirth,
	<u>Hinduism:</u> Diwali, Festival of Light, Raksha Bandhan	<u>Buddhism :</u> Temple, Buddha, Sangha, Dharma, Temple, Siddhartha, Nirvana, Karma, Samsara, Anitya, Path of Enlightenment, Lotus Flower, The Eight Fold Path,	<u>Hinduism:</u> 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 - statutes 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.	<u>Judaism:</u> Hanukah, Shabbat, Synagogue, The Torah, Menorah, Dreidel, The last Supper, Moses, The 10 Commandments, Passover, Rabbi, Kippah, Star of David, Seder plate,
	<u>Judaism:</u> Shabbat, Synagogue, The Torah,			
	<u>Chinese New Year:</u> 12 animals of the zodiac Year of the			<u>Islam:</u> Muslim, The Qur’an, Mosque, Prophet, Muhammed, Ramadan, Eid El-Adha, Mecca, Imam, Kabba, Mecca, Hijab, mehndi,