



# Roe Lee Park Primary School & Nursery

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## **Religious Education Knowledge and Skills Progression**

	<b>Knowledge &amp; Skills Subject Strands</b>		
<b>Year Group</b>	<b>Knowing about and understanding religions and worldviews</b>	<b>Expressing and communicating ideas related to religions and worldviews</b>	<b>Gaining and deploying the skills for studying religions and worldviews</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Begin to explore the world of religion in terms of special people, places, books, times or celebrations and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and reflect upon own feelings and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Use curiosity and imagination to develop appreciation and wonder about the world which we live in.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</li> <li>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</li> <li>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>Notice and respond sensitively to some similarities between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Find out about and respond with ideas to examples of co-operation between people who are different.</li> <li>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Study and retell stories from the Bible and some other faiths, discuss what they teach us about caring for others and identify ways that people make a response to God by caring for others.</li> <li>Understand simple Muslim beliefs about God, making links to the 99 names of Allah, identifying religious objects and</li> </ul>	<ul style="list-style-type: none"> <li>Identify issues of good and bad, right and wrong which arise from the stories of different religions.</li> <li>Show an understanding of religious viewpoints about God, celebrations and</li> </ul>	<ul style="list-style-type: none"> <li>Express their own ideas of what is good and bad, right and wrong and how it impacts the lives of others.</li> <li>Discuss and express their own viewpoints about beliefs and religion and</li> </ul>



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	<p>exploring ways in which Muslims celebrate Ramadhan and Eid-ul-Fitr allowing them to discover more about the religion.</p> <ul style="list-style-type: none"> <li>Retell stories from the Holy Scriptures of different religions; suggest the meanings of these stories and making links between the messages within the sacred texts and the way people live.</li> </ul>	<p>what significance it has to the individuals and the community as a whole.</p> <ul style="list-style-type: none"> <li>Show an understanding of how people from different faiths treat their sacred books and recognise that they contain stories, which are special to many people and should be treated with respect.</li> </ul>	<p>make links between what religion says and how people behave.</p> <ul style="list-style-type: none"> <li>Explore and answer questions, issues about good, bad, right and wrong, arising from stories, and suggest own ideas and give reasons for their significance.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</li> <li>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.</li> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>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.</li> <li>Observe and consider different dimensions of religion, so that they can explore and show an understanding of similarities and differences between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</li> <li>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.</li> <li>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.</li> </ul>



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<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Describe different features of religions, including beliefs, worship, celebrations and rituals which mark birth, death and marriage.</li> <li>Give examples of rules for living from religions and how some inspirational people have been guided by religion.</li> <li>Retell stories behind festivals, make connections between them, the beliefs and symbols and identify similarities and differences between the festivals celebrated in various religions.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and understand various aspects of religion in order to gain a complete understanding and compare these with other religions and word views.</li> <li>Make connections between stories, symbols, beliefs and the teachings of Jesus and show an understanding of how these help in guiding us to the correct way of living.</li> <li>Ask and answer questions and give ideas about what matters the most to believers in festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply own ideas about various ways of worship, celebrations and the life cycle, and express own ideas clearly in the forms of drama, discussion and written response.</li> <li>Discuss and record their own and other's ideas about ethical questions, how people decide right and wrong and suggest ideas on how to treat others in a clear response.</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives and discussing and presenting their own responses about the role of festivals in the life of Britain today.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>Show a clear understanding of what God is to Christians, using examples and evidence and making connections how believers feel about places of worship in different traditions.</li> <li>Explore the teachings of Jesus on how one should live and make connections between them and the Christian way of living today.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which believing in God is valuable, ways it can be challenging and express thoughtful ideas about the impact of believing or not in God.</li> <li>Show an understanding of what Jesus' teachings about how to live and discuss the impact it might have on Christians today.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and present their own and other's views on why people believe in God or not alongside the importance of people in a place of worship rather than the place itself.</li> <li>Discuss ideas about the importance of values to live by and clearly express their understanding of what Jesus would do in relation to a moral dilemma from the world today.</li> <li>Consider and apply ideas about how religious communities follow forms of</li> </ul>



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	<ul style="list-style-type: none"> <li>Describe the forms of guidance Muslims use and compare these to other forms of guidance, make connections to the Muslim beliefs and the Five Pillars of Islam and the key functions of a mosque.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of the significance of the Holy Quran to Muslims and how it impacts on the lives of Muslims today.</li> </ul>	<p>guidance to inform their lifestyle using a range of drama, art/DT and words.</p>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>Describe what is meant about humans being made in the image of God, what is right and wrong and making connections and links to Holy Scriptures.</li> <li>Describe and make connections between examples of religious creativity including buildings and art, and show an understanding of how and why Humanists criticise spending on religious buildings or art.</li> <li>Make connections between beliefs, behaviour and sources of wisdom in different religious teachings.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religious and Humanist views to show an understanding of the similarities and differences between them.</li> <li>Show an understanding of the value of sacred buildings and art and suggest reasons why some believers see generosity and charity as more important than these.</li> <li>Respond sensitively to examples of religious practice with ideas of their own and outline challenges of belonging to a religious community in Britain today.</li> </ul>	<ul style="list-style-type: none"> <li>Express and apply their own ideas about significant moral concepts within society such as fairness and honesty and comparing them with the ideas of others that they may have studied.</li> <li>Examine whether it is better to express religion in arts and architecture or in charity and generosity from a variety of perspectives, including their own, and applying ideas and values from the Holy Scriptures.</li> </ul> <p>Consider and evaluate the key ideas of ahimsa, grace and generosity, in relation to their own ideas in addition to similarities and differences between beliefs and behaviour in different faiths.</p>



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