

Headlands Primary School: Progression of Skills in Religious Education

	Skills	Reception	KS1	LKS2	UKS2
Know about and understand a range of religions and worldviews	A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. • Talk about some religious stories. • Recognise some religious words. • Recall simply what happens at a traditional Christian infant baptism and dedication. • Recall simply what happens when a baby is welcomed into a religion. 	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus. • Talk about some simple ideas about Jewish / Muslim beliefs about God. • Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. 	<ul style="list-style-type: none"> • Describe some of the ways in which different religious groups might describe God, with examples from the Bible, and using different forms of expression. • Make connections between some of Jesus' teachings and the way Christians live today. • Describe some examples of what religious people might do to show their faith and make connections with the beliefs and teachings of their sacred texts. • Describe how different religious festivals might be celebrated. 	<ul style="list-style-type: none"> • Make connections between the key functions of religious buildings and the beliefs of the people who worship there. • Describe and make connections between examples of religious creativity (buildings and art). • Outline religious and nonreligious beliefs about life after death. • Make connections between beliefs and behaviour in different religions.
	A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.	<ul style="list-style-type: none"> • Talk about people who are special to them. • Say what makes their family and friends special to them. • Recall a story about a special religious figure (e.g. Jesus) and talk about what can be learnt from it. • Identify some of their own feelings in the stories they hear. • Talk about what Jesus teaches about keeping promises. 	<ul style="list-style-type: none"> • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God • Re-tell a story about the life of the Prophet Muhammad and recognise some objects used by Muslims, suggesting why they are important 	<ul style="list-style-type: none"> • Make connections between religious stories and key religious beliefs. • Suggest why some people see life as a journey and identify some of the key milestones on this journey. • Give simple definitions of some key religious terms. • Make connections between stories of temptation and why people can find it difficult to be good. 	<ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Outline Jesus' teaching on how his followers should live. • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.

Headlands Primary School: Progression of Skills in Religious Education

	A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	<ul style="list-style-type: none"> • To know about similarities and differences between themselves and others, and among families, communities and traditions. • Identify a sacred text. 	<ul style="list-style-type: none"> • Know that there are different ways that religious people can remind themselves of religious teachings. • 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. • Know that Muslims do not draw Allah or the Prophet. 	<ul style="list-style-type: none"> • Make connections between what people believe about prayer and what they do when they pray. • Describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean. 	<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions. • Outline how and why some Humanists criticise spending on religious buildings or art.
Express ideas and insights about the nature, significance and impact of religions and worldviews	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	<ul style="list-style-type: none"> • To know that other children don't always enjoy the same things, and are sensitive to this. • 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. 	<ul style="list-style-type: none"> • Identify ways that religious people may celebrate different festivals and explain how this might make them feel. • Identify ways that some people make a response to God by caring for others and the world. 	<ul style="list-style-type: none"> • Identify how and say why it makes a difference in people's lives to believe in God. • Identify the most important parts of Easter for Christians and say why they are important. • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. 	<ul style="list-style-type: none"> • Reflect on the significance of holy books to those who believe in them. • Explain the impact Jesus' example and teachings might have on Christians today. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
	B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	<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. • Talk about the things that are special and valued in a place of worship. 	<ul style="list-style-type: none"> • Talk about ways in which stories, objects, symbols, and actions used in churches, mosques and/or synagogues show what people believe. • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. 	<ul style="list-style-type: none"> • Describe ways in which prayer can comfort and challenge believers. • Suggest at least two reasons why being a religious is a good thing in Britain today, and two reasons why it might sometimes be hard. • Suggest reasons why marking the milestones of life are important to some religious people. 	<ul style="list-style-type: none"> • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline the challenges of being a Hindu, Christian or Muslim in Britain today.

Headlands Primary School: Progression of Skills in Religious Education

	B3. Appreciate and appraise varied dimensions of religion.	<ul style="list-style-type: none"> • Respect the similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. 	<ul style="list-style-type: none"> • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	<ul style="list-style-type: none"> • Consider similarities and differences between beliefs and behaviours in different faiths. • Show understanding of the value of sacred buildings and art. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.
Gain and deploy the skills needed to engage seriously with religions and worldviews	C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	<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, God, human beings. 	<ul style="list-style-type: none"> • Ask some questions about believing in God and offer some ideas of their own. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. • Ask and suggest answers to questions arising from stories Jesus told and from another religion. • Ask some questions about believing in God and offer some ideas of their own. 	<ul style="list-style-type: none"> • Ask questions and suggest some of their own responses to ideas about God. • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. 	<ul style="list-style-type: none"> • Present different views on why people believe in God or not, including their own ideas. • Present ideas about the importance of people in a place of worship, rather than the place itself. • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.
	C2. Enquire into what enables different communities to live together respectfully for the well being of all.	<ul style="list-style-type: none"> • Respect the similarities and differences between themselves and others, and among families, communities and traditions. • Think about the wonders of the natural world, expressing ideas and feelings. 	<ul style="list-style-type: none"> • Find out about and respond with ideas to examples of co-operation between people who are different 	<ul style="list-style-type: none"> • Discuss and compare how different religious groups help others and ways in which people of other beliefs, including pupils themselves, help others. 	<ul style="list-style-type: none"> • Apply ideas about values and from scriptures to help answer and support their own understanding of the key questions.

Headlands Primary School: Progression of Skills in Religious Education

	<p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<ul style="list-style-type: none"> • Talk about what is important to them. • Talk about what people do to harm the world and what they should do to look after it. 	<ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from religious stories. 	<ul style="list-style-type: none"> • Discuss their own and others' ideas about how people decide right and wrong. • Discuss their own and others' ideas about why humans do bad things and how people try to put things right. 	<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. • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.
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