



## St.Clement's CE Academy

## Progression of skills- Religious Education

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Beliefs, Teachings, Sources of Wisdom &amp; Authority</b>	- Talk about a religious story.	- Retell a religious (eg Christian, Hindu etc) story and talk about it	- Retell a religious story and suggest meanings to some religious and moral stories	- Describe what a believer might learn from a religious story/sacred text - Reflect and respond thoughtfully	- Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives	- Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	- Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life
<b>Ways of Living</b>	- Talk about some belonging ceremonies. (eg Christening)	- Recall and name different beliefs and practices, including festival, worship rituals and ways of life	- Ask and respond to questions about why religious communities do different things	- Describe and begin to make links between some of the things that are the same and different for religious people	- Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups	- Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities	- Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life
<b>Ways of Expressing Meaning</b>	- Talk about a religious symbol. (eg star at Christmas)	- Recognise religious art, symbols and words and talk about them	- Recognise that religious symbols, words and actions express a community way of living	- Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning	- Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media	- Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value	- Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers
<b>Questions of Identity, Diversity and Belonging</b>	- Talk about their family	- Begin to ask questions about the faith communities in their school	- Notice and respond sensitively to some similarities between different religious and worldviews	- Compare their own understanding of belonging with that of someone else's - Identify similarities and differences	- Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people	- Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect	- Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples



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<b>Questions of Meaning, Purpose and Truth</b>	- Say how they feel when they are happy or sad.	- Think about the special things that happen to them and others.	- Explore questions about meaning and truth. - Discuss sacred writings and sources of wisdom	- Ask important questions about life and compare their ideas with those of other people	- Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence	- Represent the views of others about meaning, purpose and truth	- Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth
<b>Questions of Values and Commitments</b>	- Say why their family is important to them.	- Think about what is important to them and to other people.	- Begin to express their ideas and opinions and to recognise there could be more than one answer	- Link things that are important to them and other people with the way they think and behave	- Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values	- Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair	- Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. - Reflect on their own ideas

Festivals/ Important dates celebrated whole school	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Islamic New Year Harvest Festival Yom Kippur	Remembrance Christmas Hanukah Divali St. Andrew's Feast Day	Epiphany Chinese New Year Shrove Tuesday Ash Wednesday Lent St.Patrick's Feast day Holi Festival St. David's Feast day	Holy Week The Annunciation: Easter Passover St.George's Feast day	Vesak Ramadan Ascension Christian Aid Week Eid Al-Fitr	Eid al-Adha Dharma Day



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Vocabulary	EYFS	Key stage 1	Lower Key stage 2	Upper Key stage 2
Christianity	God Jesus Christmas Easter weddings church Bible prayer Christians	ark Nativity Lord belief advent cross funerals christening christingle Christ forgiveness Holy Heaven Hell charity Lent sacrifice creation salvation	sin peace teachings faith trinity commitment Saviour rebirth Gospel crucifixion New Testament Old Testament parables covenant fall incarnation	repentance resurrection charitableness
Islam	Giving believing praying	Muslim Allah Muhammad Islam mosque Qur'an Five Pillars Mecca worship Ramadan Prayer Salah wudu	pilgrimage fasting charity prayer faith Eid ul Fitr prophet	principles dedication sacred declaration of faith Prayer - salat Alms - zakat Fasting - sawm Pilgrimage - hajj Declaration of Faith - shahada Testify Aakhirah
Judaism		Jewish Jew Passover synagogue Torah kippah Star of David rabbi dreidel Hanukah menorah Hebrew Moses slaves plagues Commandments Orthodox Persecution Jerusalem Exile Bar mitzvah, bat mitzvah		
Sikhism			Gurus Guru Nanak Gurdwara Khanda Kesh Kirpan Chuni Kara Keski Kach The 5 Ks Amrit Sanskar ceremony, Khalsa langar, seva, commitment	Waheguru Granthi Ragis
Hinduism		gods pattern colour Hindus Aum symbol light lotus Divali Rama Sita creation	Karma shrine Rangoli Mandir Vedas Sanskrit Brahma Vishnu Shiva	Dharma reincarnation Moksha generosity enlightenment consequences Universe
Buddhism			Buddha, Buddhist, monks, temple, Vesak, sacrifice, symbol, lotus, mandala, statue, Dharma wheel right wrong China India teacher Buddha wheel calm helpful temple peace monk suffering	meditation concentration yoga mandala wisdom Noble Truths Dharma Wheel enlightenment symbolize completeness morality balance commitment moral precepts Nirvana
World views				Humanist atheist Belief agnostic Rational non-religious Ethics influence Worldview theist



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