



Shine as Lights in the World

Progression of skills in RE

Skill - Enquiry focus	EYFS – Christianity, faiths represented by cohort (All skills will be recorded by staff on post it notes in floor book and assess whether child is expected for U of W)	Yr 1 - Christianity and Judaism	End of KS1 – Christianity, Judaism and intro to Islam and Hinduism
Knowing it (Theology) Making sense of religious text, stories and key beliefs	Listen to Bible and stories from other faiths, using age appropriate texts and watch linked videos. Recall characters and story outline of a faith story.	Recognise the core beliefs of the religion/s studied e.g. creation, salvation, incarnation, one God. Recall a range of religious stories used for different purposes.	Identify two different types of text from the Bible e.g. a story and gospel account of Jesus' life. Recognise that God, Creation, Incarnation and Salvation are part of the 'Big Story' of the Bible. Retell a selection of key stories, making links to core beliefs.(e.g. escape from Egypt and Passover)
Living it (Human Science) Understanding the impact of texts in practice and participation in faith communities; diversity of beliefs in action personally, locally and globally (NB most Christians etc)	U of W: Begin to understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Give simple examples of how the stories and beliefs influence behaviour of believers, with reference to local area e.g. Jesus' Baptism and Baptism at Church on F/leys and GSC. Identify some elements of practice that arise from these beliefs e.g. baptism and celebrating Rosh Hashanah. Give examples of how Christians and Jews put their beliefs into practice at church/synagogue or at home e.g. Christmas and Shabbat.	Give examples of ways in which religious stories, texts and concepts are used in festivals/rituals that link to guide them both individually or as part of the faith community e.g. Easter, Passover. Give examples of how beliefs are linked to worship and prayer.
Making connections (Philosophy)	Ask questions, comment on places and celebrations that are special	Talk about their own experience in the light of religious knowledge gained. Express their own opinions while showing our value of respect and BV of mutual respect.	

Comparing and contrasting, evaluating, appraising and making connections to their own lives and others.	to them. Some will be able to give some similarities and differences between festivals of different faiths.	Talk about the differences that beliefs make to the way believers live e.g. dress, special place of worship or festivals celebrated. Make simple comparisons to their own lives. Ask questions about the beliefs and practices of others.
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Skill - Enquiry focus	Yr 3 – Christianity and Hinduism	Yr 4 - Christianity and Judaism	Yr 5 – Christianity and Hinduism	Yr 6- Christianity and Islam
Knowing it (Theology) Making sense of religious text, stories and key beliefs	Identify the role of some religious figures in core beliefs and religious texts e.g. Jesus, Rama and Sita. Identify different types of text within sacred writing e.g. parable and gospel (Jesus' life)	Order at least four key concepts within a timeline of the Bible's 'Big Story'. Make clear links between religious texts and key concepts and offer suggestions what the text might mean e.g. Forgiveness and the parable of the Unforgiving Servant or Torah and Kashrut laws. Describe the lives of the most important religious figures and their place within the belief system e.g. Abraham founder of the Jewish faith.	Identify the role of sacred texts in establishing belief systems and influencing religious leaders. Use technical and religious language (tier 3 vocab) to identify the different writing within sacred texts e.g. language used to describe Messiah in Isaiah and Micah.	Outline the timeline of the 'big Story' of the Bible, explaining the place within it of the core concepts studied e.g. incarnation comes before salvation because .. Recognise the role of inspiration in the creation of sacred text and the lives of leaders e.g. Muhammad and the Qur'an. Explain the connections between sacred texts and beliefs using theological terms e.g. sin in the fall and salvation.
Living it (Human Science) Understanding the impact of texts in practice and participation in faith communities; diversity of beliefs in action personally, locally and globally (NB most)	Identify the key practices of a faith and some of the differences between denominations or sects e.g. how Divali has different stories for Sikhism and Hinduism or choice of murti worship in temple.	Make links between the texts studied and the practice of faith in the community e.g. identify links between compassion in lockdown, Foodbanks and God's love shown in incarnation and salvation.	Make clear links between the text and concepts studied with what people believe, how they worship, behave in their whole life, their faith community and in the wider world. Link to learning about our school values and carrying them out.	Show how believers put their faith into practice in different ways (different denominations or sects) particularly in reference to questions about life and death. Show how world views may influence how believers interpret

	<p>Describe how beliefs influence worship and guide lifestyle choices e.g. identify links between Easter story and school value of forgiveness.</p> <p>Make simple links between religious texts and concepts studied by giving examples of how beliefs are linked to worship, prayer and their way of life.</p>	<p>Describe how people of faith show their beliefs in worship and in the way they live e.g. only eating Kosher, Bat/Bar Mitzvah, in prayer and songs sung.</p>		<p>text e.g. creation story in Bible and Qur'an as a poetic account to explain why the universe and life exist, and science explores how universe works the way it does.</p>
<p>Making connections (Philosophy) Comparing and contrasting, evaluating, appraising and making connections to their own lives and others.</p>	<p>Raise questions and suggest answers about the way key beliefs studied might make a difference to how the pupils think and live today. Do any of them give them a new perspective on 'Shine as Lights in the World'?</p> <p>Make links between some of the stories and teachings studied and life in the world today, especially locally e.g. during pandemic many more people donated to foodbanks and Mosque and Church worked together to cook food for those in need. Children to express some ideas of their own clearly.</p>	<p>Identify ideas from the texts and concepts studied and comment on how these are helpful or inspiring e.g. Dharma or Salah. Justifying their response.</p> <p>Weighing up the impact believers actions have on their communities and comment on how positive this may be e.g. Ghandi, Hea Woo.</p> <p>Compare religious and non-religious responses to the big questions of life e.g. creation, science and religion complementary or conflicting?</p>		