

RE Progression of Skills

The document below has been designed to show how we will cover all of the relevant RE knowledge and skills across our school. The context in which these are taught is detailed in our long term plans.

Year Group	Learning About Religion-Christianity and Judaism	Learning From Religion- Christianity and Judaism
1	<p>Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> <p>Identify how belonging can be expressed through rituals, noting similarities where appropriate.</p> <p>Identify and suggest meanings for the symbols (and other outward signs of belonging) of the religions explored.</p> <p>Name and describe a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>Read a range of religious stories and sacred writings and talk about their meanings.</p> <p>Identify the importance, for some people, of religious stories and recognise the difference these make to their lives and how they set a good example for others.</p> <p>Name and describe key figures and leaders who are special to a particular faith community</p> <p>Identify the importance of some key religious figures and recognise the influence they make to the lives of believers.</p> <p>Identify the importance of relationships and recognise the difference this makes to their own and others' lives.</p>	<p>Discuss why belonging to a group or religious community matters to them and others and influences their own and others' behaviour.</p> <p>Reflect on and consider religious and spiritual feelings and experiences relating to belonging to a faith</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts connected with special occasions such as worship, wonder, praise, thanks, concern, joy and sadness.</p> <p>Identify what matters to themselves and others from their responses to religious teachings, beliefs, values and stories.</p> <p>Reflect on how spiritual and moral values influence their own behaviour.</p> <p>Ask, reflect on and respond to questions about the nature, importance and challenges of relationships.</p> <p>Recognise how religious teachings make a difference in believers' lives.</p> <p>Talk about their own experiences in the light of the religious knowledge gained</p> <p>Express their own opinions appropriately</p> <p>Make simple comparisons to their own lives</p>

Year Group	Learning About Religion-Christianity and Judaism	Learning From Religion-Christianity and Judaism
2	<p>Read and compare a range of religious stories and explain their meanings.</p> <p>Describe and explain the meaning behind a range of celebrations, festivals, worship and rituals in religion, noting similarities and differences where appropriate.</p> <p>Identify and suggest meanings for religious symbols and use a range of religious terms.</p> <p>Name and describe some aspects of worship that occur in places of worship</p> <p>Identify the importance, for some people, of places of worship and sites of pilgrimage and recognise the importance these have in their lives</p> <p>Identify how some objects help people feel a sense of belonging to their religion.</p> <p>Explain how religious beliefs and ideas are expressed through special objects.</p>	<p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as wonder, praise and thanks in relation to nature.</p> <p>Ask and respond imaginatively to puzzling questions, e.g. about how the world began and what it means to be a person.</p> <p>Reflect on spiritual and moral values about life and relate these to their own behaviour and experiences.</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts connected with special occasions such as worship, wonder, praise, thanks, concern, joy and sadness.</p> <p>Reflect on and consider how places of worship and sites of pilgrimage help believers to experience and express spiritual feelings</p> <p>Identify which places matter to them and others, and why.</p> <p>Reflect on and consider religious artefacts and consider how they are used in worship, praise, and thanksgiving.</p> <p>Ask and respond imaginatively to questions about artefacts and their meanings.</p> <p>Reflect on the spiritual values expressed in artefacts and how these affect the way they are treated.</p> <p>Ask questions about the beliefs and practices of others</p> <p>Talk about the differences that beliefs make to the way believers live</p> <p>Express their own opinions sensitively</p> <p>Make comparisons to their own lives</p>

Key Vocabulary: Year 1

Christian
Christianity
God
Jesus
Worship
Baptism
Christening
Belonging
Religion
Bible
Cross
Candle
Disciples
Christmas
Harvest
Easter
Parable
Teachings
Leader
Names of figures from the Bible-e.g. Adam, Eve,
Noah. Joseph.
Symbols
Meaning
Significant dates in the Christian calendar e.g. Good
Friday, Easter Sunday, Shrove Tuesday.
Belief

Key Vocabulary: Year 2

Judaism, Jew
Christianity, Christian
Worship
Church, Synagogue
Bible, Torah
Scrolls
Kippah
Prayer shawl
Hebrew
Rabbi
Vicar
Shabbat
Passover
Seder plate
Worship
Faith
Sacred, Secular
Pulpit, lectern, organ, font, pews
Names of figures from the Bible-e.g. Moses, Abraham.
Spiritual
Reflect
Belief
Significant dates in the Christian calendar e.g. Good
Friday, Easter Sunday, Shrove Tuesday.
Wonder
Trinity-the Father, the Son and the Holy Spirit.

