

Religious Education Progression of Knowledge

Key Areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs	Know that a belief is a firm thought that something is true and that some people have beliefs.	Know that different people can have different beliefs, and that some have none.	Know that people's lives can be shaped by their beliefs and world views.	Know that there are different types of belief (individual, family, community, and world).	Know that there are a range of beliefs and teachings and that these arise from different religions and communities.	Know that there are a set of behaviours which can be followed by a person or persons practising a religion or belief.	Know that there are similar and different beliefs held by denominations and dimensions within religions, and diverse communities which can determine behaviour.
Ritual and Worship	Know that there are some special times and events in the calendar and people celebrate these in different ways.	Know that there are different buildings and places that are special. Know that prayer can be used in worship.	Know that there are sacred texts and other sources which are important in religions and that these can be used for worship and prayer.	Know that there are similar and different symbols for religious families, what they represent and know that they can be used in acts of worship and prayer.	Know that there are similar and different rituals, and acts of worship and prayer, for religious families and communities.	Know that there are similar and different rituals, acts of worship and prayer, for religious families and communities, and know that these practices have significance.	Know that the similar and different practices of rituals, acts of worship and prayer have significance and can impact on the daily lives of religious families and diverse communities.
Viewpoints, Fairness and Justice, and Key Questions	Know that people have similar and different viewpoints about caring for others and living things.	Know that people have similar and different viewpoints about living in the world and caring for the earth.	Know that there are similar and different viewpoints, and questions about what can be seen as right and wrong.	Know that there are similar and different viewpoints in responding to questions about: belonging, meaning, purpose, truth, just and fair.	Know that there are similar and different viewpoints, and questions about the ways in which diverse communities respond to choices about justice and fairness. Know that these choices determine the ways that they can live together .	Know that there are similar and different viewpoints, and ideas about: ethical questions, shared values and community responsibilities.	Know that there are similar and different viewpoints, and challenging questions. Know that communities can live together through shared values, mutual respect, the understanding of justice and agreed responsibilities.



Religious Education Progression of Skills – AF1 – Thinking about religions and beliefs

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to religious, spiritual and moral stories and other forms of religious expression.	Recall features of religious, spiritual and moral stories and other forms of religious expression.	Retell religious, spiritual and moral stories, sources of wisdom or sacred texts they come from.	Comment on connections between questions, beliefs, values and practices.	Comment on connections between questions, beliefs, values and practices.	Comment on connections between questions, beliefs, values and practices.	Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.
Know that people have different beliefs and traditions that effect their life.	Recognise and name Christian beliefs and practices.	Identify how religion and belief is expressed in different ways and find out the meanings behind them.	Identify the impacts of beliefs and practices on people’s lives.	Describe the impact of beliefs and practices on individuals, groups and communities.	Describe the impact of beliefs and practices on individuals, groups and communities.	Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.
Answer and asks why questions about the text that has been read to them.		Identify similarities and differences in features of religions and beliefs.	Identify similarities and differences between religions and beliefs.	Describe similarities and differences within and between religions and beliefs.	Describe similarities and differences within and between religions and beliefs.	Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Engages with non-fiction books and applies new vocabulary.		Make comparison of Judaism and Christianity.				



Religious Education Progression of Skills – AF2 – Investigating and Interpreting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show interest in the world around them.	Identify what they find interesting and puzzling in life.	Recognise that some questions about life are difficult to answer.	Investigate and connect features of religions and beliefs.	Gather, select, and organise ideas about religion and belief.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs.	Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.
Ask questions about the world around them.	Recognise symbols and other forms of religious expression.	Ask questions about their own and others' feelings and experiences.	Ask significant questions about religions and beliefs.	Suggest answers to some questions raised by the study of religions and beliefs.	Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence	Interpret religions and beliefs from different perspectives.
		Identify possible meanings for symbols and other forms of religious expression.	Describe and suggest meanings for symbols and other forms of religious expression.	Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	Recognise and explain diversity within. Religious expression, using appropriate concepts.	Interpret the significance and impact of different forms of religious and spiritual expression.



Religious Education Progression of Skills – Beliefs and Teachings (what people believe)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to religious stories and know there is a link between stories and festivals.	Recount outlines of some religious stories.	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.



Religious Education Progression of Skills – Practices and Lifestyles (what people do)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and describe special times.	Recognise features of religious life and practice.	Identify some religious practices, and know that some are characteristic of more than one religion.	Describe how some features of religions studied and used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Understand that people do not all celebrate the same festivals, but how we celebrate is similar.						
Know about places of worship and their importance.						
Show an interest in different occupations and ways of life.						



Religious Education Progression of Skills – Expression and Language (how people express themselves)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise some religious symbol and words.	Recognise further religious symbols and words.	Suggest meanings in religious symbols, language and stories.	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for symbols, stories and language.	Explain how some forms of religious expression are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith using technical terminology, symbols and stories as evidence to support ideas.
Take an interest in and comment on unknown objects.						



Religious Education Progression of Skills – Identity and Experience (making sense of life)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify some aspects of own experience and feelings, in religious material studied.	Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith.	Compare aspects of their own experiences and those of others, identifying what influences their lives.	Ask questions about the significant experiences of key figures from religions studies and suggest answers from own and others' experiences, including believers.	Make informed responses to questions of identity and experience in the light of their learning.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Celebrates and comments on visual differences between themselves and their peers.						



Religious Education Progression of Skills – Meaning and Purpose (making sense of who we are)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify things they find interesting or puzzling.	Identify things they find interesting or puzzling in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer.	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identify, meaning, purpose and morality related to Christianity and other faiths.

Religious Education Progression of Skills – Values and Commitments (making sense of right and wrong)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify what is of value and concern to themselves.	Identify what is value and concern to themselves, in religious material studied.	Respond sensitively to the values and concerns of others including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right or wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning, using different techniques to reference previous knowledge and understanding.

