



Progression in skills – Religious Education (in accordance with the Kent Agreed Syllabus)

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know about and understand a range of religions and worldviews	Celebrations	Recall simple stories connected with Christmas/Easter and a festival from another faith.	Identify a special time they celebrate and identify what celebration means.	Establish some stories behind festivals.	Recognise stories linked to festivals and say why they are important to believers and what matters most.	Make connections between stories, symbols and beliefs and what happens in at least two festivals. Identify similarities and differences in the way festivals are celebrated within and between religions.	Describe and make connections between the practice of Hajj and Muslims beliefs about God and the prophet Muhammad.	Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. Outline Christian, Hindu and/or nonreligious beliefs about life after death
	Symbols		Recognise some Christian symbols and images used to express ideas about God.	Recognise religious objects and suggest why they are important and how they are used.	Identify the symbols of Easter.	Make connections between symbols in at least two festivals i.e. Easter and Eid.	Recall and name some key features/symbols of places of worship studied.	Describe and make connections between examples of religious creativity.
	Place of Worship	Identify some significant features of sacred places. Recognise a place of worship.	Recognise that there are special places where people go to worship. Describe what people do there.	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.	Identify and name examples of what Christians do at church to show their faith.	Identify and name examples of what Hindus do in a Mandir to show their faith.	Make connections between how believers feel about places of worship in different traditions.	Make connections between the key functions of religious buildings.



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	Communities	Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into Islam.	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Recognise the fact that Christians believe in God and follow the example of Jesus.	Recognise that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.	Identify and name examples of what Christians have and do in their families and at church to show their faith.	Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.	Give two reasons why a Christian believes in God and one why an atheist does not. Outline Jesus' teaching on how his followers should live.	Describe what Ahimsa, Grace or Ummah mean to religious people
	Stories	Recognise some religious words, e.g. about God. Identify a sacred text e.g. Bible, Qur'an.	Name some of the stories that are used in religious contexts and why people still read them.	Retell religious stories from more than one faith and explain what they mean.	Recall and name some Bible stories that inspire Christians.	Make connections between stories of temptation and why people can find it difficult to be good.	Outline Jesus' teaching on how his followers should live.	Identify the values found in stories and texts.
	Special People	Identify some of the qualities of a good friend.				Make connections between some of Jesus' teachings and the way Christians live today.	Outline Jesus' teaching on how his followers should live.	



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Express ideas and insights about the nature, significance and impact of religious and worldviews	Celebrations	Talk about special occasions and suggest features of a good celebration.	Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.	Identify some similarities and differences between the celebrations studied.	Recognise and identify some differences between religious festivals and other types of celebrations.	Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).	Comment thoughtfully on the value and purpose of the religious practices and rituals of Hajj.	Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. Express ideas about how and why religion can help believers when times are hard.
	Symbols		Talk about ways objects and symbols are used in churches, to show what people believe.	Ask good questions during a school visit about what happens in a church, synagogue or mosque.	Suggest what matters most to believers at Easter.	Explain what the story of Easter and Eid- ul -Fitr might mean to a believer today.	Explain how and some people see the place of worship as being more about the people than the building.	Show an understanding of the value of symbols in sacred buildings and art.
	Place of Worship	Talk about somewhere that is special to themselves, saying why. Talk about the things that are special and valued in a place of worship.	Talk about ways in which stories and actions used in churches, mosques and/or synagogues show what people believe.	Show that they have begun to be aware that some people regularly worship God in different ways and in different places.	Ask good questions about what Christians do to show their faith.	Ask good questions about what Hindus do to show their faith	Select and describe the most important functions of a place of worship for the community	Show understanding of the value of sacred buildings and art.



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	Communities	Share and record occasions when things have happened in their lives that made them feel special.	Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions.	Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might bring them closer to God, as well as giving thanks to God.	Ask good questions about what Christians do to show their faith.	Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.	Define the terms theist, atheist and agnostic and give examples of statements that reflect these Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Explain the impact Jesus' example and teachings might have on Christians today beliefs.	Respond sensitively to examples of religious practice with ideas of their own Consider similarities and differences between beliefs and behaviour in different faiths.
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	Stories	Talk about some religious stories. identify some of their own feelings in the stories they hear.	Talk about some ways in which Christians, Muslims and Jewish people treat their sacred books.	Discuss how sacred texts contain stories which are special to many people and should be treated with respect.	Suggest at least two ways Christians use the Bible in everyday life.	Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.	Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Explain the impact Jesus' example and teachings might have on Christians today.	Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas.
	Special People	Talk about people who are special to them. Say what makes their family and friends special to them.				Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus	Offer interpretations of two of Jesus' Parables and say what they might teach Christians about how to live. Explain the impact Jesus' example and teachings might have on Christians today.	



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Gaining and deploying the skills for studying religions and worldviews.	Celebrations	Say why Christmas/Easter and a festival from another faith are special times for believers.	Talk about the ways that festivals are marked and how this makes people feel.	Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.	Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.	Answer the title key question from their own perspective.	Answer the title key question from different perspectives, including their own.
	Symbols		Begin to talk about the difference between good and bad as represented by symbols.	Talk about issues of good and bad, right and wrong arising from stories and symbols.	Identify some of the celebrations that form a part of my own life.	Make links between things that are important in our community and celebrations that are held or could be held. Respond to: Can the real meaning of a festival be preserved, or do the shops and shopping always take over?	Explain how and some people see the place of worship as being more about the people than the building.	Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.



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	Place of Worship	Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.			Discuss and present ideas about what it means to be a Christian in Britain today.	Discuss links between the Mandir being the centre for the community and worship and the actions of Hindus in helping others.	Present ideas about the importance of people in a place of worship, rather than the place itself.	Apply ideas about values and from scriptures to the title question: Is it better to express your beliefs in arts and architecture or in charity and generosity?
	Communities	Re-tell religious stories making connections with personal experiences.	Respond to examples of co-operation between different people.	Find out about and respond with ideas to examples of cooperation between people who are different.	Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	Present different views on why people believe in God or not, including their own ideas.	
	Stories	Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.	Answer questions arising from stories Jesus told.	Talk about issues of good and bad, right and wrong arising from stories.	Discuss their own and others' ideas about why humans do bad things and how people try to put things right.	Discuss their own and others' ideas about how people decide right and wrong.	Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.	Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.



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	Special People	Talk about stories of Jesus as a friend to others. Recall a story about a special person in Sikhism and talk about what can be learnt from it.				Suggest some ideas about good ways to treat others, arising from their learning.	Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.	
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