



Knowledge and Skills Progression **Subject area: Religious Education**

Attainment target 1: Learning about religions			Attainment target 2: Learning from religions	
Knowledge and Skills	EYFS	KS1	LKS2	UKS2
<p>Learning about Religion and Faith</p>	<p>In EYFS the children are developing their knowledge and understanding about the world they live in.</p> <p>At the end of EYFS children should be able to: Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Children can remember a Christian / Jewish story and talk about it.</p> <p>Children can use the right names for things that are special to Christians/ Jews.</p> <p>Children can explain who Jesus was.</p> <p>Children can recognise religious art, symbols, and words and talk about them in relation to religious festivals.</p> <p>Children can retell Christian / Islamic stories and talk about their meanings and what some people believe.</p> <p>Children can talk about some of the things that are the same for different religious people.</p> <p>Children can say what some Christian / Islamic symbols stand for or say what some art is about.</p>	<p>Children can describe what a believer might learn from a religious story.</p> <p>Children can describe some of the things that are the same and different for religious people. (comparing 2 religions)</p> <p>Children can describe how people show their beliefs, using religious vocabulary.</p> <p>Children can make links between the beliefs of different religious groups.</p> <p>Children can describe and compare practises and experiences that are involved in belonging to different religious groups.</p> <p>Children can explain religious beliefs using a range of religious vocabulary used by believers and suggest what they mean</p>	<p>Children can suggest reasons for the similar and different beliefs which people hold.</p> <p>Children can explain how religious sources are used to provide answers to important questions about life and morality. (i.e. Holy scriptures/books etc).</p> <p>Children can explain why people belong to religions and how religion can make a difference to the lives of individuals and communities.</p> <p>Children can use religious vocabulary in suggesting reasons for the similarities and differences between religions.</p> <p>Children can investigate the significance of religion in the local, national and global communities.</p> <p>Children can consider the meaning of a range of forms of religious expression and understand why they are important in religion.</p>

	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Children know that Easter is important for Christians and explain how it is celebrated.</p>		<p>Children can describe, and begin to understand, religious and other responses to ultimate and ethical questions.</p> <p>Children can identify and begin to describe the similarities and differences within and between religions.</p> <p>Children can use and interpret information about religions from a range of sources</p>
Learning From Religion and Faith		<p>Children can talk about things that happen to me.</p> <p>Children can talk about what I find interesting or puzzling.</p> <p>Children can talk about what is important to them and to other people.</p> <p>Children can ask about what happens to others with respect for their feelings.</p> <p>Children can talk about some things in stories that make people ask questions.</p> <p>Children can respond to stories of different faiths.</p> <p>Children can talk about what is important to me and to others with respect for their feelings.</p>	<p>Children can compare some of the things that influence me with those that influence other people.</p> <p>Children can ask important questions about life and compare my ideas with those of other people.</p> <p>Children can link things that are important to me and other people with the way I think and behave.</p> <p>Children can ask questions about who we are and where we belong, and suggest answers. (Referring to people who have inspired and influenced myself and others).</p> <p>Children can ask questions about the meaning and purpose of life. Children can use my knowledge of religions and my own experiences to suggest a range of answers.</p>	<p>Children can give my own and others' views on questions about who we are and where we belong. (This is an opportunity to show their knowledge of a range of religious views).</p> <p>Children can identify the challenges of belonging to a religion and explain what inspires and influences me.</p> <p>Children can ask questions about the meaning and purpose of life and suggest answers which relate to my own and others' lives.</p> <p>To ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</p> <p>Children can reflect on what it means to belong to a faith community, communicating my own responses.</p>

			Children can discuss moral decisions I and other people make. Children can suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.	<p>Children can recognise the challenges of commitment within religions and compare this with their own commitments.</p> <p>Children can discuss my own and others' views of religious truth and belief, expressing my own ideas.</p> <p>Children can reflect on ideas of right and wrong and my own and others' responses to them.</p> <p>Children can reflect on sources of inspiration in my own and other's lives.</p>
Religion coverage		<p>Hinduism – Story of Rama and Sita, Diwali, Puja</p> <p>Christianity Christmas – Christmas story</p> <p>Christianity - Stories of Jesus</p> <p>Christianity Easter – Stories of Jesu's life and death</p> <p>Judaism – Stories, Ten commandments, Synagogues, Hanukkah, Passover</p> <p>Christianity – Our planet</p> <p>Christianity – The Church</p> <p>Christianity Christmas – Jesus is a special person</p> <p>Christianity Easter – Stories of Jesus' life</p> <p>Islam – Mohammed, Birth of a child, Worship</p>	<p>Hinduism – Stories and inspirational Hindus, Arti ceremony</p> <p>Christianity – Ten commandments, Church year</p> <p>Humanism - Happiness</p> <p>Christianity Easter – Stories, Palm Sunday, Forgiveness</p> <p>Judaism – God is one, Ten commandments, Synagogue features</p> <p>Buddhism – Buddha image and values, Symbols, Festivals</p> <p>Christianity – Feature of Jesus' life</p> <p>Sikhism – Stories of Guru Nanak, Gurburbs, 5 K' Kesh</p> <p>Christianity Easter – Celebration and Holy week</p> <p>Islam – Messengers of Allah, Five pillars of Islam</p>	<p>Hinduism – Believing, Importance of family</p> <p>Christianity – Jesus in Christian experience, Relationships and responsibilities, Christmas</p> <p>Humanism – Individual responsibility, Motivations, Moral principles, Practical action</p> <p>Christianity Easter – Forgiveness, Feature of Jesus' life, Miracles, and parables</p> <p>Judaism – The Torah, Jewish home, Clothing, Shavuot</p> <p>Buddhism – Stories of Gotama Buddha, Suffering, Community</p> <p>Christianity – Jesus in Gospels, Events in life of Jesus</p> <p>Sikhism – Worship in Gurdwara, Equality, God</p> <p>Christianity Easter – Holy week celebrations</p> <p>Islam – Allah, Social life, Respect</p>
Vocabulary	EYFS	Key Stage 1	Key Stage 2	
			Lower KS2	Upper KS2
Christianity	Families culture celebrations Christmas	Christians Church Bible prayer	Christ Forgiveness Holy Heaven	Saviour rebirth Gospel Crucifixion

	Easter God Jesus Halloween bonfire night Remembrance Day Christian firework religion belief same different share	ark Nativity Lord belief advent cross weddings funerals christening symbol	Hell Vicar Charity Lent Sacrifice Christingle Sin Peace Teachings Faith salvation	repentance resurrection charitableness consideration
Judaism	Jewish, Jew	Passover synagogue Torah kippah Star of David rabbi dreidel Hanukah menorah	Hebrew Moses Slaves plagues	Orthodox Persecution Jerusalem Exile
Islam	Eid	Muslim Allah Muhammed Islam mosque	Qur'an Five pillars Mecca Worship Hijab Ramadan Pilgrimage Charity Prayer Faith Eid ul Fitr	principles dedication sacred declaration of faith prophet Prayer - salat Alms - zakat Fasting - sawm Pilgrimage - hajj Declaration of Faith - shahada
Hinduism	Diwali Pattern Hindu	Hindus Aum Light Lotus Rama Sita creation	Karma shrine Rangoli Mandir Vedas Sanskrit Brahma Vishnu Shiva	Dharma reincarnation Moksha generosity enlightenment consequences Universe

Buddhism	Chinese New year	China Good luck Festival Dragon India Teacher Buddha Wheel Calm helpful	temple peace monk infinity morals meditation concentration yoga mandala wisdom truth	Dharma Wheel enlightenment symbolize completeness morality balance	
Sikhism			Gurus Guru Nanak Gurdwara Khanda Kesh Kirpan Chuni Kara Keski Kach		
Humanism			Diversity hedonism	Humanist Secular Atheist Worldview Ethical rationality	
Important events in each term					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Islamic New Year Harvest Festival	Diwali Bonfire Night Remembrance Day Hannukah Christmas	Chinese New Year Shrove Tuesday/Lent St Valentine's Day	Holi Festival Easter Passover	Ramadan Christian Aid Week Eid Al-Fitr	Hajj Dharma Day