

Stanton St Quintin Primary School and Nursery
 Skills and Knowledge Progression
 Religious Education



	EYFS Early Learning Goals		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing about and understanding religions, and world views.	<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>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>Recall simple Christian and Jewish stories.</p> <p>Be aware that some religious people have places which have special meaning for them.</p> <p>Learn and use new vocabulary related to Jewish and Christian religions.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Understand that some places are special to people in their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	Understanding beliefs and teaching	<p>Describe some of the main festivals or events that Muslims and Christians celebrate.</p> <p>Recount outlines of some stories from the Christian and Islamic faith.</p>	<p>Identify some Christian and Islamic beliefs and teachings.</p> <p>Retell religious stories from the Christian and Islamic faith.</p>	<p>Describe the key teaching and beliefs of Judaism, Hinduism and Christianity.</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Identify similarities and difference between Christianity, Judaism and Hinduism religion and beliefs.</p>	<p>Describe the key teaching and belief of Judaism, Hinduism and Christianity.</p> <p>Identify connections between beliefs and teachings within Judaism, Christianity and Hinduism.</p> <p>Describe similarities and differences between religions and beliefs of Hinduism, Judaism and Christianity.</p>	<p>Explain how some teaching and beliefs are shared between religions.</p> <p>Explain how Hindu, Jewish and Christian religious beliefs shape the lives of individuals and communities.</p> <p>Recognise and explain the impact of Hindu, Jewish and Christian beliefs on individuals and communities.</p>	<p>Make comparisons between the key beliefs, teachings and practices of Hinduism, Judaism and Christianity.</p> <p>Explain how some Hindu, Jewish and Christian beliefs and teachings make a difference to the lives of individuals and communities.</p> <p>Use religious and philosophical terminology and concepts to explain Hindu, Jewish and Christian religions, practices and belief.</p>
		Understanding practices and lifestyles	<p>Recognise, name and describe some religious artefacts and places in the Christian and Islamic faith.</p> <p>Recognise features of Islamic and Christian life and practice.</p>	<p>Identify some Christian and Islamic practices; know that some are characteristic of more than one religion.</p> <p>Identify how Christian and Islamic religion and belief are expressed in different ways.</p>	<p>Identify religious artefacts and buildings relating to Judaism, Hinduism and Christianity; explain how and why they are used.</p> <p>Explain some of the religious practices religious leaders and individuals important to people of Christian, Hindu and Jewish faith.</p> <p>Describe how some features of Judaism, Hinduism and Christianity are used in festivals and practices.</p>	<p>Understand the ways of belonging to Judaism, Hinduism and Christianity and what these involve.</p> <p>Identify and describe the impact of Hindu, Jewish and Christian beliefs and practices on individuals, groups and communities.</p> <p>Comment on connections between questions, beliefs, values and practices in Judaism, Hinduism and Christianity.</p>	<p>Show an understanding of the role of a spiritual leader in the Hindu, Jewish and Christian faith.</p> <p>Explain how selected features of Hindu, Jewish and Christian religious life and practice make a difference to the lives of individuals and communities.</p> <p>Explain connections between questions, beliefs, values and practices in different belief systems.</p>	<p>Compare and contrast the lifestyles of Hindu, Jewish and Christian faith groups.</p> <p>Give reasons why some within the same faith may adopt different lifestyles.</p> <p>Explain the significance of practices of Jewish, Hindu and Christian faiths to the lives of individuals and communities.</p> <p>Explain some of the opportunities and challenges offered by the variety of religions and beliefs in the contemporary world.</p>

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		Understanding how beliefs	<p>Recognise some religious symbols and words from the Christian and Islamic faith.</p> <p>Name some Islamic and Christian symbols.</p>	<p>Explain the meanings of some Christian and Islamic religious symbols.</p> <p>Suggest meanings in Christian and Islamic stories and the language they have used.</p>	<p>Identify religious symbolism in literature and the arts related to the Jewish, Hindu and Christian faiths.</p> <p>Make links between Hindu, Jewish and Christian religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>Show how Jewish, Hindu and Christian religious beliefs, ideas and feelings can be expressed in a variety of forms, using appropriate vocabulary.</p> <p>Give meanings for some Hindu, Jewish and Christian symbols, stories and religious language.</p>	<p>Explain some of the different ways that Jewish, Hindu and Christian individuals show their beliefs.</p> <p>Explain how some forms of religious expression are used differently by individuals and communities.</p>	<p>Compare the different ways in which people of Hindu, Jewish and Christian communities express their faith.</p> <p>Explain the reasons for and effects of diversity within and between religions, beliefs and cultures.</p>
Learning from religion and belief: Expressing and communicating ideas related to religions and	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Showing sensitivity to their own and others' needs.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	Reflecting	<p>Identify things that are important in their own life and compare these to Christian and Islamic beliefs.</p> <p>Identify aspects of their own experience and feelings in relation to Islamic and Christian stories studied.</p> <p>Identify things they find interesting or puzzling related to what they are studying.</p>	<p>Ask questions about their own and others' feelings and experiences in response to learning about Islamic and Christian faiths.</p> <p>Reflect and realise that some questions which cause people to wonder are difficult to answer.</p> <p>Respond sensitively to the experiences and feelings of others, including those with a faith</p>	<p>Understand that personal experiences and feelings influence attitudes and actions.</p> <p>Compare aspects of own experiences and the religious experiences of those of Hindu, Jewish and Christian faith and identify what influences own life.</p> <p>Compare own and other people's ideas about questions that are difficult to answer.</p> <p>Investigate and connect features of Hindu, Christian, Jewish religions and beliefs.</p>	<p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p> <p>Give some reasons why religious figures may have acted as they did.</p> <p>Ask questions about puzzling aspects of life/experiences and suggest answers, making reference to the teaching of Judaism, Hinduism and Christianity.</p> <p>Gather, select and organise ideas about Jewish, Hindu and Christian religions and belief.</p>	<p>Recognise and express feelings about own identities (relating these to Hindu, Jewish and Christian beliefs or teachings).</p> <p>Make informed responses to questions of identity, experience, meaning and purpose based on learning (using relevant sources and evidence).</p> <p>Explain own ideas about the answers to ultimate questions.</p> <p>Suggest lines of enquiry to address questions raised by the study of Jewish, Hindu and Christian religions and beliefs.</p>	<p>Discuss and express own views on questions of identity, meaning, purpose and morality (relating these to a range of faiths).</p> <p>Explain why own answers to ultimate questions may differ from those of others.</p> <p>Identify the influences on different viewpoints within Hindu, Jewish and Christian religions and beliefs.</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p>

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<p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Talk about somewhere that is special to themselves saying why.</p> <p>Express a personal response to the natural world.</p> <p>Say why Christmas/Easter and Hanukah are special times for Christians and Jews.</p>	<p>Understanding Values</p>	<p>Identify what is of value and concern to themselves through the religious material they have studied.</p> <p>Identify examples when they have had to make own choices in response to learning about Christian and Islamic religions.</p>	<p>Explain how actions affect others; understand the term 'morals'.</p> <p>Respond sensitively to the values and concerns of others, in relation to matters of right and wrong.</p>	<p>Discuss and give opinions on Hindu, Jewish and Christian stories involving moral dilemmas.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Make links between values and commitments, including religious ones, and own attitudes/behaviour.</p>	<p>Describe how some of the values held by Hindu, Jewish and Christian communities or individuals affect behaviour and actions.</p> <p>Ask questions about matters of right and wrong; suggest answers that show understanding of moral and religious issues.</p>	<p>Express own values and remain respectful of those with different values.</p> <p>Make informed responses to people's values and commitments (including religious ones) based on learning.</p> <p>Recognize and explain diversity within religious expression, using appropriate concepts.</p>	<p>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>Explain why different religious communities or individuals may have a different view of what is right/wrong.</p> <p>Use different techniques appropriately to reflect deeply on people's values and commitments (including religious ones).</p>
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