

# Primary Progression in Religious Education

## Religious Education Skills To be read in alongside the [Agreed RE Syllabus for Cambridgeshire](#)

**RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE although there is no National Curriculum for RE.**

**EYFS (Development Matters):** Talk about members of their immediate family and community. ♣ Name and describe people who are familiar to them. ♣ Compare and contrast characters from stories, including figures from the past. ♣ Understand that some places are special to members of their community. ♣ Recognise that people have different beliefs and celebrate special times in different ways.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and understanding of religion and worldviews</b> Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.						
Begin to talk about their experiences of the concepts explored.	Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Make connections between different beliefs and practices of all religions and worldviews studied.
Encounter a variety of religious and moral stories from Christianity and one other religion <ul style="list-style-type: none"> <li>• Diwali Story</li> <li>• Christian Christmas story</li> <li>• Christian Easter Story</li> <li>• Lunar Year</li> <li>• Christian Bible</li> </ul>	Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Recount some religious and moral stories from at least three different sources of authority	Begin to compare the similarities of at least three different religious texts or stories.	Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.
Show how individuals and faith communities celebrate <ul style="list-style-type: none"> <li>• Ramadan</li> <li>• Easter</li> <li>• Christmas</li> <li>• Diwali</li> </ul>	Show how individuals and faith communities celebrate life events	Begin to understand what it looks like to be a person of faith.	Begin to understand that diversity exists within and between religions and worldviews	Begin to understand the diversity of belief in different religions, nationally and globally.	Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code	Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code
	Begin to name the different beliefs and practices of Christianity, at least one other religion.	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Use key words and vocabulary related all religions studied so far.	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.

## Responding to religion and worldviews

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.

They can recognise special times and events in their own lives.	Begin to talk about different beliefs and practices using the correct vocabulary	Talk about and find meanings behind different beliefs and practices.	Suggest and consider the impact of different beliefs and practices	Respond to meanings behind different beliefs and practices using the correct vocabulary	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Begin to talk about what is special to them and their families.	Begin to suggest meanings behind religious and moral stories.	Suggest meanings of some religious and moral stories.	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Ask or respond to questions about how individuals and faith communities celebrate marriage.	Ask or respond to questions about how individuals and faith communities live.	Ask and respond to questions about what individuals and faith communities do.	Ask and respond to questions about how individuals and faith communities live and why	Express an informed view on the impact of diversity of faith and belief in our world	Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives.	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Begin to talk explain the purpose of a church.	Express their own ideas about belief and practices creatively.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.	Begin to articulate and communicate connections between their own ideas and others.	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.	Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response.

## Religious Education Knowledge

To be read in alongside the [Agreed RE Syllabus for Cambridgehire](#)

**RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE although there is no National Curriculum for RE.**

**EYFS (Development Matters):** Talk about members of their immediate family and community. ♣ Name and describe people who are familiar to them. ♣ Compare and contrast characters from stories, including figures from the past. ♣ Understand that some places are special to members of their community. ♣ Recognise that people have different beliefs and celebrate special times in different ways.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>People, Culture and Communities</b> Children will know what is special to them and their families.	<b>Beliefs and Values</b> Explain what friendship is. Say ways in which they can be a good friend. Understand why friendships are important. Retell some religious stories of friendship.	<b>Beliefs and Values</b> Recall some religious stories about helping and caring. Know some things that Muslim and Christian people do to help each other.	<b>Beliefs and Values</b> Identify ways in which a person can be inspirational. Give examples of how a particular person can be considered inspirational. Explain why Christians find Jesus inspirational. Explain why Sikhs find Guru Nanak inspirational.	<b>Beliefs and Values</b> Describe things that Christians and Hindus do to show their faith. Give reasons why Christians and Hindus help other people. Give examples of how being part of a faith community can be both challenging and inspiring.	<b>Beliefs and Values</b> Say the difference between belief and faith. Find out about the different religious and non-religious communities in our area. Consider how being part of a religious community can help and support people. Consider how it can be challenging to live life according to beliefs.	<b>Beliefs and Values</b> State the difference between facts and beliefs. Match key beliefs to the world religions. Compare beliefs of Christianity and another religion. Consider why someone might change their beliefs. Say what I believe and explain why.
<b>People, Culture and Communities</b> Children will know the story of Diwali. Children will know the Christian Christmas story	<b>Christianity</b> Understand that many Christians celebrate Christmas and why light is important at that time.	<b>Christianity</b> Understand that some Christians believe God created the world and everything in it. Know what we mean by a 'rite of passage'. Name some of the important rites of passage for a Christian, including baptism and confirmation. <b>Christianity</b> Say what we celebrate and why. Recall the nativity story. Explain how Christians celebrate Christmas in England. Explain how Christians celebrate Christmas in at least 1 other country. Say how God is seen in different ways by different people. Recall the story of the Good Samaritan. Share how Christians show their love for God.	<b>Christianity</b> Explain why the bible is important to Christians. Retell some Biblical stories. Be able to explain the differences between the Old and New Testament. <b>Christianity</b> Retell the Easter Story Explain the importance of prayer. Say who Maximillian Kolbe was, Explain how Easter represents new life.	<b>Christianity</b> Know where Bethlehem is and what it is like there. Retell the Nativity story in detail. Explain why the Shepherds, Wise Men and Herod are of key importance to the Nativity story.	<b>Christianity</b> Know how many books there are in the Bible and who wrote the 4 gospels. Know the languages the Bible was written in and consider what this might mean for the reliability of the texts. Understand how the Bible relates to the Torah.	<b>Christianity</b> Say who Jesus is and why he is important to Christians. Explain the holy trinity. Explore how people's views of Jesus my differ using painting and the bible. Debate the legitimacy of one Biblical story.

<p><b>People, Culture and Communities</b> Children will know what a wedding is and some ways they are celebrated.</p> <p>Children will know how Lunar Year is celebrated.</p>	<p><b>Judaism</b> Understand that many Jews celebrate Hanukkah and why light is important at that time.</p>	<p><b>Judaism</b> Know what Abraham founded Judaism. Recall some of the 10 commandments. Label the key features of a Synagogue. Know the Torah is written in Hebrew. Explain why Jews celebrate Yom Kippur.</p> <p><b>Judaism</b> Name some of the important rites of passage for Jewish people, including Bar and Bat Mitzvah. Compare confirmation and Bar Mitzvahs. Understand some Jews celebrate Sukkot.</p>		<p><b>Judaism</b> Explain the key events of Rosh Hashanah. Explain the key events of Sukkot. Say what Purim is. Say why Passover, Sukkot, Hanukkah and Rosh Hashanah are important to Jews.</p>	<p><b>Christianity</b> Explain the differences between literal and metaphorical stories and symbols. Use key words to create a timeline for Holy Week. Define ‘free-will’ and ‘determinism’. Reflect on the own commitments in life and the difference it makes to their life. Relate their own moral choices to the life and teachings of Jesus.</p>	<p><b>Judaism</b> Explain the significance of the Bar and Bat Mitzvah. Explain why some people thought the first public Bat Mitzvah was a good idea and others thought it was bad. Give one reason why Julia Neuberger can be seen as an inspirational figure.</p>
<p><b>People, Culture and Communities</b> Children will know the Easter story.</p> <p>Children will know Ramadan is a festival</p>	<p><b>Hinduism</b> Understand that many Hindus celebrate Diwali and why light is important at that time.</p>	<p><b>Hinduism</b> Say how God is seen in different ways by different people. Know how Hindu’s view God.</p>	<p><b>Hinduism</b> Explain where and when Hinduism began. State some of the key beliefs of Hinduism. Identify key features of a Mandir and why they are important. Recall key parts of the festival Raksha Bandan. Say what Ganesh Chaturthi is.</p>		<p><b>Hinduism</b> Explain that Hindus believe in 1 god in different forms. Explain who Krishna is and how they are represented in Hindu stories. Retell the story of Diwali Understand the Hindu teachings on success, punishment and forgiveness</p>	<p><b>Humanism</b> Explain the difference between a religious and non-religious worldview. Name at least two influential and two humanist thinkers. Identify the key humanist ideas. Explain what the Happy Human symbol represents.</p>
<p><b>People, Culture and Communities</b> Children will name and explain the purpose of a church.</p>	<p><b>Worship</b> Understand and explain why light can be important to all of us.</p>	<p><b>Islam</b> Understand that the story ‘The Boy who Threw Stones at Trees’ can teach people to care for trees.</p>	<p><b>Sikhism</b> Locate where Sikhism was founded and explain the main beliefs that Sikhs share; Demonstrate an understanding of how different Gurus contributed to the Sikh faith; Identify and name the main Sikh symbols.</p>	<p><b>Islam</b> Say when and where Islam began. Explain the 5 pillars of Islam. Know that Muslims worship in a mosque. Say what the Muslim holy book is.</p>	<p><b>Sikhism</b> Know the key beliefs of Sikhism. State the key features of a Sikh naming ceremony. State the key features of an Amrit. Know the key ideas behind a Sikh marriage ceremony and how it is the same or different to a Christian one. State the key features of a Sikh funeral.</p>	<p><b>Islam</b> Name the 5 pillars of Islam and how they influence Muslim lives. Recognise and talk thoughtfully about the impact of Dr Hany’s work. Connect the story if the Islamic Relief to Muslim beliefs and to their own experience and lives</p>
<p><b>People, Culture and Communities</b> Children will know what the bible is.</p>		<p><b>Buddhism</b> Understand that the story of ‘Prince Siddhartha and the Swan’ can teach people to care for animals</p>		<p><b>Buddhism</b> Know how Buddhism links to Hinduism and Sikism (Years 2 and 3)</p> <p><b>Buddhism</b> Know that Siddhartha Gautama was the Buddha.</p>		

				Understand that Buddhist believe life is a journey to Nirvana and our actions reflect our behaviours. Identify what a Buddhist temple looks like. Know the key aspects of Wesak.		
			<b>Worship</b> Say what they sign of the cross means to Christians. Say what the Aum symbol means to Hindus. Say why the Hijab is special to Muslims. Say why the star of David is special to Jews.	<b>Worship</b> Define what is meant by forgiveness. Say why Yom Kippur is important to Jewish people. Explore how the Eightfold path influences Buddhists. Identify similarities and differences between what Jews and Buddhists believe about forgiveness.	<b>Worship</b> Explain what worship is and how it is connected to the idea of 'worth'. <b>Worship</b> Explain similarities and differences between religious music. Explain how different religions use prayer. Say how art is used by different people to represent different views. Explain the importance of religious freedom.	<b>Worship</b> Explain and represent their ideas about eternity. Be able to compare and contrast Abrahamic, Dharmic and Humanist ideas about death.