

RE skills progression maps

EYFS	Where am I?	Let's celebrate	Cracking Ideas	What a Wonderful World!	Plant a seed and watch it grow	Looking forward, looking back
Knowledge and skills	F4 Which times are special and why? Children will: give examples of special occasions and suggest features of a good celebration ☐ recall simple stories connected with Christmas/Easter and a festival from another faith ☐ say why Christmas/Easter and a festival from another faith are special times for believers.		F1 Which stories are special and why? Children will: talk about some religious stories ☐ recognise some religious words, e.g. about God ☐ identify some of their own feelings in the stories they hear ☐ identify a sacred text e.g. Bible, Qur'an ☐ talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do		F6 What is special about our world? Children will: talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world ☐ re-tell stories, talking about what they say about the world, God, human beings ☐ think about the wonders of the natural world, expressing ideas and feelings ☐ express ideas about how to look after animals and plants ☐ talk about what people do to mess up the world and what they do to look after it	

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Year 1	Where am I?	Let’s celebrate	Cracking Ideas	What a Wonderful World!	Plant a seed and watch it grow	Looking forward, looking back
Knowledge and skills	1.1 Who is a Christian and what do they believe? Children will: Talk about some simple ideas about Christian beliefs about God and Jesus (A1). ☐ Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). ☐ Talk about issues of good and bad, right and wrong arising from the stories (C3). ☐ Ask some questions about believing in God and offer some ideas of their own (C1). Exceeding: Make links between what Jesus taught and what Christians believe and do (A2).	1.6 How and why do we celebrate special and sacred times? Children will: Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). ☐ Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). ☐ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). ☐ Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). Exceeding: Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul- Fitr (A3). ☐ Identify some similarities and differences between the	1.5 What makes some places sacred? Children will: 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 (A3). ☐ Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). ☐ Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). Exceeding: Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).	1.7 What does it mean to belong to a faith community? Children will: 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 (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2) Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). Identify some similarities and differences between the ceremonies studied (B3).		

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Year 2	Where am I?	Let’s celebrate	Cracking Ideas	What a Wonderful World!	Plant a seed and watch it grow	Looking forward, looking back
Knowle dge and skills	1.2 who is a Muslim and what do they believe? Children will: Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). ☐ Re-tell a story about the life of the Prophet Muhammad (A2). ☐ Recognise some objects used by Muslims and suggest why they are important (A2). ☐ Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). ☐ Find out about and respond with ideas to examples of cooperation between people who are different (C2). Exceeding: Make links between what the Holy Qur’an says and how Muslims behave (A2). ☐ Ask some questions about God that are hard to answer and offer some ideas of their own (C1).	1.3 Who is Jewish and what do they believe? Children will: Talk about how the mezuzah in the home reminds Jewish people about God (A3). ☐ Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). ☐ Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). Exceeding: Make links between some Jewish teachings and how Jewish people live (A2). ☐ Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).	1.8 How should we care for others and the world; and why does it matter? Children will: Give examples what Jesus said about the importance of people (A2) ☐ Identify two examples of religious believers caring for people(B1) ☐ Say what you know about the Jewish practice of Tzedekah (B1) ☐ Identify the links between the teaching in the Torah and caring (B1) ☐ Give simple reasons why Jesus told the story of the Good Samaritan (A2) ☐ Answer questions such as what would it be like if everyone followed the golden rule? (C2) ☐ Describe different ideas about what God might be like from reading the creation story(C1) ☐ Share their own creative ideas about what the creation story says about God(C1) Exceeding: Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man(B1) ☐ Look for similarities and differences between different stories from the bible about caring (B1) ☐ Describe how Jewish people might help people making links to the festival of Sukkot (B1) ☐ Describe how Mother Teresa or Dr Barnado have put their beliefs into action (B1) ☐ Give their own answer to the unit question, giving simple reasons for their answers (C1)	How can we learn from sacred books? Children will: Independently give reasons why a holy book is considered to be ‘holy’. (A2) ☐ Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2). ☐ Re-tell the story of the Exodus (A2). ☐ Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2). ☐ Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2)) ☐ Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2). ☐ Suggest answers to questions arising from the story of Jonah (C1). ☐ Ask and suggest answers to questions arising from The Lost Sheep (C1). ☐ Talk about issues of good and bad, right and wrong arising from the teachings (C3). ☐ Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3). ☐ Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). ☐ Notice and respond sensitively to how people from different faiths still tell Exceeding: Make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness(A2) ☐ Suggest their own ideas about The Lost Sheep and give reasons for its significance ().		

To be the best I can be....

Vocabulary	Where am I?	Let’s celebrate	Cracking Ideas	What a Wonderful World!	Plant a seed and watch it grow	Looking forward, looking back	Loops of Learning
EYFS	Opinion I think I feel I agree/disagree with ...because The best thing about ... is ...						
Year 1	Opinion I think I believe I agree with because ... I disagree with ... because ... I know that ... The best thing about ... is ... Christianity Christian, The Bible, God, Christmas, baptism, cross, christening, church, General symbol, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship,						
Year 2	Opinion I think I believe I agree with because ... I disagree with ... because ... I know that ... The best thing about ... is ... In my opinion . Islam Muslim, Allah, Kaaba, mosque, wudu, calligraphy, muezzin, mihrab, prayer mat Judaism Jewish, Hanukah, Shabbat, synagogue, Torah, chuppah, Ark, kippah, tallit, tefellin, General symbol, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship,						