

Progression of Skills and Knowledge for RE

Year R

<p><u>Communicate</u> Children can offer their own ideas in small group discussions (<b>CLL - Speaking</b>) Children can talk about the lives of people around them and their roles in society (<b>UW – Past and present</b>)</p> <p><u>Apply</u> Children can make comments about what they have heard and make relevant comments in whole class/group discussions (<b>CLL - Listening, Attention and Understanding</b>)</p> <p><u>Enquire</u> Children can make comments about what they have heard in discussion/stories and ask questions about what they have heard (<b>CLL -Listening, Attention and Understanding</b>)</p> <p><u>Contextualise</u> Children can know some similarities and differences between religious and cultural communities, drawing on their experiences and what they have heard (<b>UW– People, Culture and Communities</b>)</p> <p><u>Evaluate</u> Children can offer explanations for why things might happen (<b>CLL – Speaking</b>)</p>	<p><b><u>Create a special and safe place in the classroom</u></b></p> <ul style="list-style-type: none"> <li>• Children will be able to find a ‘safe’ place in the classroom</li> </ul> <p><b><u>Celebrating Birthdays – Communicate UC: Incarnation</u></b></p> <ul style="list-style-type: none"> <li>• Children to talk about their experiences of birthday</li> <li>• Children will be able to talk about how they feel when they celebrate/their experiences of celebrating?</li> </ul> <p><b><u>Jesus’ stories – Enquire</u></b></p> <ul style="list-style-type: none"> <li>• Children to talk about the features of storytelling</li> <li>• Children will be able to talk about their experiences of storytelling/tell stories themselves</li> </ul> <p><b><u>Celebrating new life – Apply UC: Salvation</u></b></p> <ul style="list-style-type: none"> <li>• Children to talk about how other people celebrate new life and how they feel about <i>celebrating new life</i></li> <li>• Children will be able to talk about how we celebrate new life/their experiences of celebrating life</li> </ul> <p><b><u>Power – Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• Children to talk about what we think about Ganesh’s power</li> <li>• Children will be able to think about what they understand about power</li> <li>• They can talk about times they have power</li> </ul> <p><b><u>Precious Water - Contextualise UC: Creation/God</u></b></p> <ul style="list-style-type: none"> <li>• Children to talk about how we see and experience water in Christianity</li> <li>• Children will be able to think about why water important to Christians</li> </ul>
---	---

Progression of Skills and Knowledge for RE

Year 1

<p><u>Communicate</u> Children can talk about their own responses to their experiences of the concepts explored</p>	<p><b>Celebration – Harvest – Communicate UC: God/Creation</b></p> <ul style="list-style-type: none"> <li>To talk about their own experiences of celebrations</li> <li>Children can talk about how and why Christians celebrate Harvest</li> </ul>
<p><u>Apply</u> They can identify how their responses relate to events in their own lives.</p>	<p><b>Journey’s end – Nativity – Contextualise UC: Incarnation</b></p> <ul style="list-style-type: none"> <li>To recognise ways Christians use the Nativity Story to guide their celebrations and actions at Christmas</li> <li>Children will be able to recognise how the Nativity relates to their lives and think of different stories they have experienced</li> </ul>
<p><u>Enquire</u> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</p>	<p><b>Special Clothes – Hinduism– Enquire</b></p> <ul style="list-style-type: none"> <li>To identify What does <i>special</i> mean and what is it that makes some clothes <i>special</i>?</li> <li>Children will be able to identify and talk about experiences they have had of wearing special clothes and how they make them feel.</li> </ul>
<p><u>Contextualise</u> They can recognise that the concept is expressed in the way of life of the people studied.</p>	<p><b>Welcoming – Apply UC: Salvation</b></p> <ul style="list-style-type: none"> <li>To identify how welcoming affects them and other people</li> <li>Children will be able to identify what it mean to be welcomed</li> </ul>
<p><u>Evaluate</u> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</p>	<p><b>Special Places – Christianity and Hinduism – Evaluate</b></p> <ul style="list-style-type: none"> <li>To talk about in simple terms why special places are important</li> <li>Children will be able to evaluate and talk about their special places and what makes them special</li> </ul> <p><i>Visit Local church</i></p>
	<p><b>Remembering – Janmashtami Festival - Contextualise</b></p> <ul style="list-style-type: none"> <li>To recognise how Hindu’s celebrate Krishna’s Birthday</li> <li>Children will be able to talk about remembering means and when/what they like to remember</li> </ul>

Progression of Skills and Knowledge for RE

Year 2

<p><u>Communicate</u> Children can describe in simple terms their responses to their experiences of the concepts studied.</p> <p><u>Apply</u> They can identify simple examples of how their responses relate to their own lives and those of others.</p> <p><u>Enquire</u> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</p> <p><u>Contextualise</u> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</p> <p><u>Evaluate</u> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.</p>	<p><b>Bread as a symbol – Harvest – <u>Communicate</u> UC: God/Creation</b></p> <ul style="list-style-type: none"> <li>• Children can describe their own experiences of symbols and bread as a symbol in particular</li> <li>• Children to be able to understand and describe what symbols are and their experiences of other symbols</li> </ul> <p><b>Symbol – Advent and Diwali– <u>Contextualise</u></b></p> <ul style="list-style-type: none"> <li>• Children can simply describe the ways that candles are used at Advent and Diwali</li> <li>• Children can simply describe the ways in which Candles affect us at Diwali and Advent and what they mean for the people celebrating</li> </ul> <p><b>Remembering – Holi– <u>Enquire</u></b></p> <ul style="list-style-type: none"> <li>• Children can describe in simple terms the concept of Remembering in Holi and who is remembered</li> <li>• Children can describe the concept of remembering and consider what, when and why we remember</li> </ul> <p><b>Sad and Happy – <u>Apply</u> UC: Salvation</b></p> <ul style="list-style-type: none"> <li>• Children can identify simple examples of when they have felt sadness and happiness and how It affects others</li> <li>• Children can identify and discuss how feelings affect them and their lives</li> </ul> <p><b>God – <u>Evaluate</u> UC: God</b></p> <ul style="list-style-type: none"> <li>• Children can evaluate the human experiences of God for Christians and other religions</li> <li>• TBC*</li> </ul> <p><b>Thankfulness - <u>Contextualise</u> UC: Gospel??</b></p> <ul style="list-style-type: none"> <li>• Children to describe simply the concept of thankfulness and how Jesus taught Christians to be thankful.</li> <li>• TBC*</li> </ul>
--	--

Progression of Skills and Knowledge for RE

Year 3

<p><u>Y4 targets with beginning to added</u></p> <p><u>Communicate</u> Children <b>are beginning to</b> describe their own responses to the human experience of the concepts studied.</p> <p><u>Apply</u> They <b>are starting to</b> describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p><u>Enquire</u> They <b>are starting to be able to</b> describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</p> <p><u>Contextualise</u> They <b>are starting to be able to</b> describe how concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</p> <p><u>Evaluate</u> They <b>are beginning to</b> evaluate human experience of the concepts by <b>sometimes</b> describing their value to people and through dialoguing with others <b>are starting to</b> recognise, identify and describe some issues raised.</p>	<p><b>Ritual – Communicate UC: Creation</b></p> <ul style="list-style-type: none"> <li>Children can consider their own responses to rituals (using their own experiences of ritual to help them)</li> <li>Children can consider what the rituals for Jews are and begin to describe their own experiences</li> </ul> <p><b>Angels– Contextualise</b></p> <ul style="list-style-type: none"> <li>Children can consider the part angels play in Christian stories and pictures.</li> <li>Children can consider how Christians have experience of Angels</li> </ul> <p><b>Rituals and baptism– Enquire UC: Gospel</b></p> <ul style="list-style-type: none"> <li>Children can consider what rituals are and how they occur</li> <li>Children can describe what the ritual of baptism is and what makes it a ritual</li> </ul> <p><b>Suffering – Apply UC: Salvation</b></p> <ul style="list-style-type: none"> <li>Children to consider how suffering affects their own lives and the lives of others.</li> <li>Children can consider what suffering is and how it is seen in the Easter story</li> </ul> <p><b>Remembering - Shabbat – Evaluate</b></p> <ul style="list-style-type: none"> <li>Children to consider how important remembering is for Jews</li> <li>Children can evaluate the concept of Shabbat.</li> <li>They can consider how Jewish people remember Creation and the day of rest</li> </ul> <p><b>Authority - Contextualise</b></p> <ul style="list-style-type: none"> <li>Children to consider the concept of <i>authority</i> in religious belief and practice (for Jews in particular)</li> <li>Children to be aware of and able to describe the Torah and importance of their laws today</li> </ul>
--	--

Progression of Skills and Knowledge for RE

Year 4

<p><u>Communicate</u></p> <p>Children can describe their own responses to the human experience of the concepts studied.</p>	<p><b>Ceremony – Communicate UC: Faith</b></p> <ul style="list-style-type: none"> <li>TBC*</li> </ul>
<p><u>Apply</u></p> <p>They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p>	<p><b>Light as a symbol– Contextualise</b></p> <ul style="list-style-type: none"> <li>TBC*</li> </ul>
<p><u>Enquire</u></p> <p>They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</p>	<p><b>Freedom – Enquire</b></p> <ul style="list-style-type: none"> <li>Children to describe concept of freedom and think about what it means to them.</li> <li>Children are able to describe the concept of Passover.</li> <li>They can consider how freedom is celebrated for Jews.</li> </ul>
<p><u>Contextualise</u></p> <p>They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</p>	<p><b>Ritual communion – Apply UC: Salvation</b></p> <ul style="list-style-type: none"> <li>Children to consider how the Frieze panel applies to Easter.</li> <li>Children are able to think of examples of the emotions Christians experience during Easter time?</li> </ul>
<p><u>Evaluate</u></p> <p>They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p>	<p><b>Creation – Evaluate UC: Creation</b></p> <ul style="list-style-type: none"> <li>Children to describe their experience of <i>creation</i> stories to believers and identify what issues have been raised through reading the stories</li> <li>Children can evaluate and consider the value of different creation stories to believers</li> </ul>
	<p><b>Identify - Contextualise</b></p> <ul style="list-style-type: none"> <li>Children can describe how the Mezuzah and Shema help a Jewish develop a sense of identity</li> <li>Children can consider the importance of identity and how it shapes our lives.</li> </ul>

Progression of Skills and Knowledge for RE

Year 5

<p><u>Y6 targets with beginning to added</u></p> <p><u>Communicate</u> Children and young people <b>are beginning to explain</b> their own response to the human experience of the concepts explored</p> <p><u>Apply</u> They <b>are beginning to explain</b> examples of how their responses to the concepts can be applied in their own lives and the lives of others</p> <p><u>Enquire</u> Children <b>are beginning to explain</b> key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they <b>are starting to</b> describe some key concepts that are particular to the specific religions studied (C concepts).</p> <p><u>Contextualise</u> They <b>are starting to explain</b> how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</p> <p><u>Evaluate</u> They <b>are starting to evaluate</b> the concepts by <b>explaining</b> their value to people living a religious life by drawing on examples.</p>	<p><b>Submission – Communicate</b></p> <ul style="list-style-type: none"> <li>Children are beginning to be able to explain what they think about submission in their own experiences/own life</li> <li>Children can identify the concept of submission for Muslims.</li> <li>They can use the language of Qu’ran and Allah.</li> </ul> <p><b>The Messiah – Contextualise UC: Incarnation</b></p> <ul style="list-style-type: none"> <li>TBC*</li> </ul> <p><b>Change – how to change the world – Enquire UC: Gospel</b></p> <ul style="list-style-type: none"> <li>TBC*</li> </ul> <p><b>Symbol – the Eucharist – Apply</b></p> <ul style="list-style-type: none"> <li>Children are beginning to be able to explain how symbols affect them.</li> <li>Children can recognise the importance of bread and wine for Christians as a symbol.</li> </ul> <p><b>Salvation – Evaluate UC: Salvation</b></p> <ul style="list-style-type: none"> <li>Children are beginning to be able to evaluate and explain the concept of salvation by considering its value to Christians</li> <li>Children can apply the concept of salvation to their own lives and experiences</li> </ul> <p><b>Sacred – what makes a place sacred - Contextualise</b></p> <ul style="list-style-type: none"> <li>Children are beginning to be able to explain the concept of sacred within a religious practice</li> <li>Children can understand what sacred means and consider what this means to them in their lives.</li> </ul>
---	---

Progression of Skills and Knowledge for RE

Year 6

<p><u>Communicate</u> Children and young people can <b>explain</b> their own response to the human experience of the concepts explored</p>	<p><b>Rites of Passage – Hajj – Communicate</b></p> <ul style="list-style-type: none"> <li>To explain rites of passage in terms of their own lives (e.g. Baptism/Starting school)</li> <li>Children can explain what the Hajj is and how it affects Muslims.</li> </ul>
<p><u>Apply</u> They can <b>explain</b> examples of how their responses to the concepts can be applied in their own lives and the lives of others</p>	<p><b>Interpretation – Christmas the Two Birth Narratives – Contextualise</b></p> <ul style="list-style-type: none"> <li>To explain how Christians use the Birth Narratives to guide their celebrations and actions at Christmas</li> <li>Children can explain how important the concept of interpretation</li> </ul>
<p><u>Enquire</u> Children and young people can <b>explain</b> key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</p>	<p><b>Umma – Five Pillars of Islam – Enquire</b></p> <ul style="list-style-type: none"> <li>To explain the concept of Umma (community)</li> <li>Children can explain the concept of the five pillars of Islam</li> <li>They can explain the importance of community for Islam and for themselves.</li> </ul>
<p><u>Contextualise</u> They can <b>explain</b> how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</p>	<p><b>Resurrection – Apply UC: Salvation (Core)</b></p> <ul style="list-style-type: none"> <li>To explain how the concept of Resurrection is applied in our lives and the lives of Christians.</li> <li>Children can explain the meaning and importance of the cross</li> <li></li> </ul>
<p><u>Evaluate</u> They can <b>evaluate</b> the concepts by <b>explaining</b> their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</p>	<p>SATS</p>
	<p><b>Imagery – Jesus through Art – Evaluate UC: Art Pack</b></p> <ul style="list-style-type: none"> <li>To explain what the value of the different imagery of Jesus is for Christians.</li> <li>Children can explain the concept of imagery</li> </ul>