

Religious Education – Progression of Key Skills and Knowledge

Cohort	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	<ul style="list-style-type: none"> • To identify special people and places. • To choose items and objects that represents belonging. • To describe different special occasions. • To recognise difference. • To express language. 		
<u>Year 1</u>	<ul style="list-style-type: none"> • To recognise what I belong to. • To explain how people show that they belong to Christianity. • To describe religious festivals. 	<ul style="list-style-type: none"> • To explain how people show that they belong to Christianity and Sikhism. • To compare different local religions. • To recognise similarities and differences in Christianity, Islam and Sikhism. 	<ul style="list-style-type: none"> • To respect that people have different faiths. • To describe how we express feeling and meaning. • To show empathy towards the feelings of different people.
<u>Year 2</u>	<ul style="list-style-type: none"> • To classify religious books and objects. • To describe religious customs. • To infer why books and stories are used. 	<ul style="list-style-type: none"> • To identify and describe religious foods. • To question why we eat particular foods. • To infer how religious customs and celebrations link. 	<ul style="list-style-type: none"> • To describe what fasting is. • To question where the world comes from. • To infer why religious customs exists.
<u>Year 3</u>	<ul style="list-style-type: none"> • To investigate how beliefs are celebrated at home and in a Synagogue. • To identify links between light and religious ritual. • To discuss significance of the Synagogue. 	<ul style="list-style-type: none"> • To identify links between Jesus and Buddha. • To discuss how leaders make people think and their significance. • To evaluate the purpose of Holi for Hindus. 	<ul style="list-style-type: none"> • To describe the purpose of art, signs and symbols. • To evaluate the significance of religious symbols. • To make links between values and religious customs.
<u>Year 4</u>	<ul style="list-style-type: none"> • To gather data on local religions. 	<ul style="list-style-type: none"> • To evaluate why the Bible is special to Christians. 	<ul style="list-style-type: none"> • To evaluate the purpose of worship.

	<ul style="list-style-type: none"> • To compare and contrast local religions. • To evaluate how people express their faith. 	<ul style="list-style-type: none"> • To compare the importance of religious festivals. • To discuss the importance of respect. 	<ul style="list-style-type: none"> • To make comparisons using key vocabulary. • To compare ourselves to our peers.
<u>Year 5</u>	<ul style="list-style-type: none"> • To explain what religions believe about God. • To compare different ways God is represented. • To apply key vocabulary in context. 	<ul style="list-style-type: none"> • To explain how and why Muhammed is important to Muslims • To compare the influence of Muhammed and Jesus. • To assess important practises of Jesus. 	<ul style="list-style-type: none"> • To explain key concepts and practises in different religions. • To assess what it means to be human/ • To apply thoughts and rules to our everyday life.
<u>Year 6</u>	<ul style="list-style-type: none"> • To examine why we need leaders. • To compare and contrast religious practises. • To apply key vocabulary in context. 	<ul style="list-style-type: none"> • To compare and contrast how people express their faith through the arts. • To compare how Easter Sunday has stayed the same and changed over time. 	<ul style="list-style-type: none"> • To apply religious and philosophical vocabulary. • To distinguish between different viewpoints. • To debate endings and new beginnings.