



Religious Education Skills Progression

Skills Progression in Religious Education at Foundation Stage

Early Learning Goal for Understanding the World

Early Years Foundation Stage	➤ Retell religious stories and make connections to personal experiences. ➤ Recall simply what happens at a Christian infant baptism and dedication. ➤ Share and record occasions that happened in their lives that made them feel special.	➤ Talk about things that are special to them. ➤ Recall simply what happens at a traditional Christian festival (Christmas). ➤ Recognise that some religious people have some places that are special to them.	➤ Express personal response to the natural world. ➤ Begin to recognise that for Christian, Muslims and Jews many special things link to their beliefs about God.



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Skills Progression in Religious Education at Key Stage 1

	Year 1	Year 2
	➤ Identify a story or text that says something about each person being unique and valuable. ➤ Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. ➤ Say why Christians and Jews might look after the natural world. ➤ Recognise that there are special places where people go to worship, and talk about what people do there. ➤ Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. ➤ Identify some key Muslim beliefs about God found in the Shahadha and the 99 names of Allah and give a simple description of what some of them mean. ➤ Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions, eg care for creation, fasting, Ramadan.	➤ Recognise that loving others is important in lots of communities ➤ Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. ➤ Talk about what they think is good about being in a community for people in faith communities and for themselves, giving good reason for their ideas. ➤ Recognise the words of the Shema as a Jewish prayer. ➤ Make links between Jewish ideas of God found in the stories and how people live. ➤ Think, talk and ask questions about whether they can learn anything from stories about God about themselves.

Skills Progression in Religious Education at Lower Key Stage 2

	Year 3	Year 4
	➤ Make links between religious beliefs and teaching and why people try to live and make the world a better place. ➤ Identify some differences in how people put their beliefs into action.	➤ Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.



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	➤ Express own ideas on how to make the world a better place. ➤ Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. ➤ Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to future. ➤ Identify some beliefs about God in Islam expressed I Surah 1. ➤ Give examples of Ibadah (worship) I Islam (example prayer, fasting, celebrating) and describe what they involve. ➤ Raise questions about the value of submission and self-control to Muslims. ➤ Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. ➤ Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of the people' ➤ Make clear links between the story of Noah and the idea of covenant. ➤ Make links between rules followed in religion and in the wider world. ➤ Recognise Genesis 1 and Christian's belief about God and the creation. Also the fall in Genesis 3 and an understanding of why things go wrong in the world. ➤ Ask questions and suggest answers about what might be important in the creation story for Christians and non-Christians living today. ➤ Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.	➤ Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) ➤ Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) ➤ Identify some ways in which Hindus show their faith, in different communities in Britain and in India. ➤ Identify some Hindu deities and say how thy help Hindus describe God. ➤ Identify some ways in which Hindus worship. ➤ Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people I the world today, giving good reasons for their ideas. ➤ Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. ➤ Describe how Christians show their beliefs about the Holy Spirt in worship. ➤ Offer suggestions about what texts about baptism and Trinity mean. ➤
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Skills Progression in Religious Education at Upper Key Stage 2

	Year 5	Year 6
	➤ Define the terms 'theist', 'atheist' and 'agnostic'. ➤ Make clear connections between what people believe about God and the impact of this belief on how they live. ➤ Identify and explain Jewish beliefs about God. ➤ Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. ➤ Articulate their own responses to the issues studied, recognising the different points of view taking account of the context of Gospel text studied. ➤ Use technical terms to identify the Gospel and prophecy text. ➤ Comment on how the idea that Jesus is the messiah makes sense in the wider story of the Bible. ➤ Use the correct technical terms to identify some different types of biblical texts.	➤ Identify and explain beliefs about why people are good and bad and make links with sources of authority. ➤ Make clear connections between Christians and humanists ideas. ➤ Identify and explain Muslim beliefs about God the Prophet and the Holy Quran. ➤ Make clear connections between Muslims beliefs and Ibadah. ➤ Identify and explain Hindu beliefs, eg. Dhara, Karama, Samsara, Moksha using technical terms correctly. ➤ Give evidence and examples of how Hindus put their beliefs into practice in different ways. ➤ Explain connections between biblical texts and the concept of the kingdom of God. ➤ Articulate their own responses to the idea of the importance of love and service in the world today. ➤ Identify the features, make clear connections and take into account the context suggestion meanings of Gospel text studied and compare their own ideas with ways in which Christians interpret biblical text. (for example, teachings, parable and narrative).